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Undergraduate Bulletin of the University of San Diego 1976-1978

University of San Diego

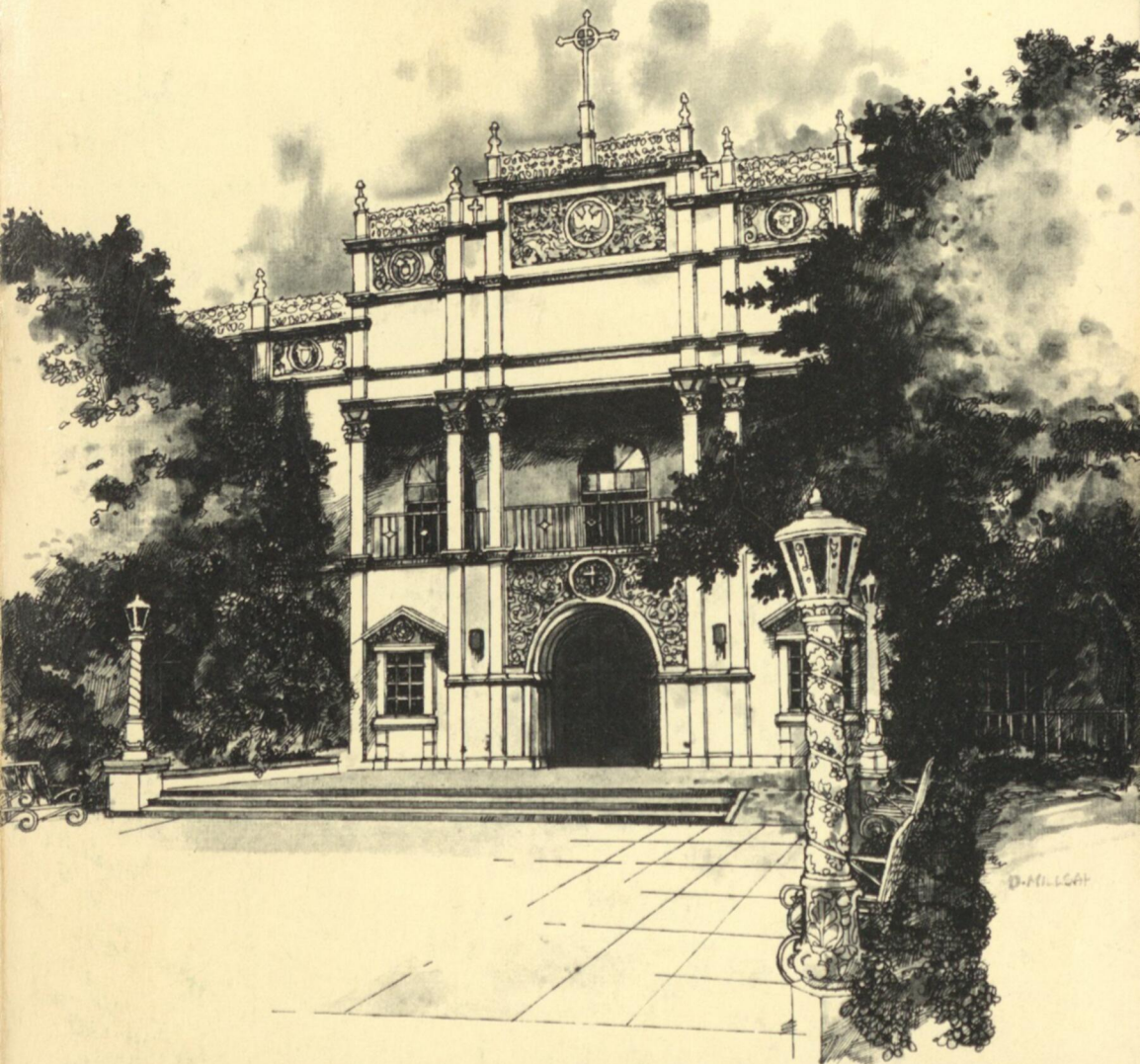
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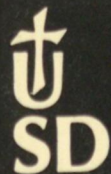
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1976-1978
UNDERGRADUATE
BULLETIN



UNIVERSITY OF SAN DIEGO



UNDERGRADUATE BULLETIN OF THE UNIVERSITY OF SAN DIEGO 1976-1978



General Information
Degrees and Requirements
Courses of Instruction
Credential Programs

Alcalá Park
San Diego, California 92110
(714) 291-6480

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COMMUNICATIONS

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

- Director of Admissions — admissions procedures, campus visits, catalogs, other printed information.
- Director of Financial Aid — scholarships, financial aid, grants, loans, student employment.
- Director, Placement Services—Career job information and interviews for students and alumni.
- Dean of Students — student affairs, student activities, housing accommodations.
- Director of University Relations — contributions and bequests, information about University events, alumni affairs.
- Dean, College of Arts and Sciences — general academic policy and programs.
- Dean, School of Business Administration — accounting, business administration, economics.
- Dean, School of Education — credential programs, graduate programs in education.
- Dean, Hahn School of Nursing and Allied Health Science—nursing and health science programs.
- Business Officer — all financial matters.
- Registrar — student records and transcripts.
- Director of Graduate and Special Programs—information pertaining to graduate programs, summer sessions, intersession, undergraduate external degree programs, Navy Campus for Achievement.

Mailing address: University of San Diego
Alcalá Park
San Diego, California 92110

Telephone: Area Code 714: 291-6480

POLICY OF NON-DISCRIMINATION

The University of San Diego does not discriminate on the basis of sex in admission to the University nor in the educational programs and activities which USD operates. Inquiries concerning the application of Title IX of the Education Amendments of 1972 and 1974, and of Part 86 of the corollary guidelines developed by the Department of Health, Education, and Welfare, may be addressed to USD's Director of Academic Services.

It is the policy of the University to admit students, and to hire and promote personnel, regardless of race, color, religious belief, sex, age, national origin or ancestry, unless one or more of the foregoing are a bona fide requirement of a particular position.

The University of San Diego is firmly committed to a policy of equal opportunity in all aspects of personnel relations, including employment, salary administration, training, upgrading and promotion.

MEMBERSHIPS

The University of San Diego holds membership in the

WESTERN COLLEGE ASSOCIATION
AMERICAN ALUMNI COUNCIL
AMERICAN ASSOCIATION OF COLLEGES OF NURSING
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER
EDUCATION
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
AND ADMISSIONS OFFICERS
AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF
BUSINESS
AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION
AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION
AMERICAN COUNCIL ON EDUCATION
AMERICAN LIBRARY ASSOCIATION
ASSOCIATION OF AMERICAN COLLEGES
ASSOCIATION OF GOVERNING BOARDS
ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES
AND UNIVERSITIES
CALIFORNIA ASSOCIATION OF COLLEGES FOR TEACHER
EDUCATION
CALIFORNIA COUNCIL ON THE EDUCATION OF TEACHERS
CATHOLIC LIBRARY ASSOCIATION
COLLEGE ENTRANCE EXAMINATION BOARD
COLLEGE SCHOLARSHIP SERVICE
INSTITUTE OF INTERNATIONAL EDUCATION
KAPPA GAMMA PI
NATIONAL ASSOCIATION FOR FOREIGN STUDENT
AFFAIRS
NATIONAL ASSOCIATION OF STUDENT PERSONNEL
ADMINISTRATORS
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
NATIONAL LEAGUE FOR NURSING
PACIFIC COAST ASSOCIATION OF COLLEGIATE
REGISTRARS AND ADMISSIONS OFFICERS
WESTERN COUNCIL OF HIGHER EDUCATION IN NURSING
WESTERN COLLEGE PLACEMENT ASSOCIATION

The BULLETIN OF THE UNIVERSITY OF SAN DIEGO is one of several bulletins published by the University of San Diego. Other bulletins are:

Bulletin of the School of Law
Bulletin of the Summer Sessions
Bulletin of the Graduate Division

ACADEMIC CALENDAR 1976-1977

Fall Semester:

- Tuesday, September 7 - - - - Registration for new students
- Wednesday, September 8 - - - Registration for returning students. (Registration 6-7 p.m. before evening classes during first week of classes, except Friday evening.)
- Thursday, September 9 - - - Classes begin
- Friday, September 10 - - - - University Mass of the Holy Spirit, 12:00 noon
- Friday, September 24 - - - - Last day to enroll in a class
- Friday, October 1 - - - - - Last day to pre-register with the School of Education for Spring, 1977 field placements
- Friday, October 22 - - - - - Last day to withdraw from classes without academic penalty
- Wednesday, October 27 - - - Mid-term grades due
- Friday, October 29 - - - - - Last day to petition for May graduation
- Monday, November 1 - - - - - All Saints Day, no classes
- Thursday-Friday,
November 25-26 - - - - - Thanksgiving Vacation
- Wednesday, December 1 - - - 1977-78 California State Scholarship Applications due. Spring 1977 financial aid applications due
- Tuesday, December 7 - - - - Pre-registration for Spring, 1977, no classes
- Friday, December 10 - - - - Last day of classes
- Monday, December 13
through
Friday, December 17 - - - - Final Examinations

ACADEMIC CALENDAR 1976-1977

Intersession (Optional):

- Wednesday, January 5 - - - - First class day; registration
8-9 a.m., 6-7 p.m.
Tuesday, January 25 - - - - Last day of Intersession

Spring Semester:

- Friday, January 28 - - - - - Registration for new and
returning students.
(Registration 6-7 p.m. before
evening classes during first
week of classes, except Friday
evening.)
Monday, January 31 - - - - - Classes begin

Friday, February 11 - - - - - Last day to enroll in a class
Monday, February 21 - - - - - Washington's Birthday Holiday
Friday, February 25 - - - - - Last day to pre-register with
the School of Education for
Fall, 1977 field placements

Friday, March 11 - - - - - Last day to withdraw from
classes without academic
penalty
Wednesday, March 23 - - - - Mid-term grades due

Friday, April 1 - - - - - Deadline for 1977-78 financial
aid applications
Saturday, April 2 - - - - - Last day of classes before
Easter Holiday
Tuesday, April 12 - - - - - Classes reconvene after
Easter Holiday

Tuesday, May 10 - - - - - Honors Convocation,
10:30 a.m.
Wednesday, May 11 - - - - - Last day of classes
Thursday, May 12 through
Thursday, May 19 - - - - - Final Examinations
Sunday, May 22 - - - - - Commencement

Summer Session (Optional):

See *Summer Session Bulletin* for courses and dates.

ACADEMIC CALENDAR 1977-1978

Fall Semester:

- Tuesday-Wednesday,
September 6-7 - - - - - Registration for new and
returning students.
(Registration 6-7 p.m. before
evening classes during first
week of classes, except
Friday evening.)
- Thursday, September 8 - - - - Classes begin
- Friday, September 9 - - - - University Mass of the Holy
Spirit, 12:00 noon
- Friday, September 23 - - - - Last day to enroll in a class
- Friday, September 30 - - - - Last day to pre-register with
the School of Education for
Spring, 1978 field placements
- Friday, October 21 - - - - Last day to withdraw from
classes without academic
penalty
- Wednesday, October 26 - - - Mid-term grades due
- Friday, October 28 - - - - Mid-Semester Holiday
- Friday, November 4 - - - - Last day to petition for May
graduation
- Thursday-Friday,
November 24-25 - - - - Thanksgiving Vacation
- Thursday, December 1 - - - - 1978-79 California State
Scholarship Applications due.
Spring 1978 financial aid
applications due
- Tuesday, December 6 - - - - Pre-registration for Spring,
1978
- Friday, December 9 - - - - Last day of classes
- Monday, December 12
through Friday,
December 16 - - - - Final Examinations

ACADEMIC CALENDAR 1977-1978

Intersession (Optional):

- Wednesday, January 4 - - - - First class day; registration
8-9 a.m., 6-7 p.m.
Tuesday, January 24 - - - - Last day of Intersession

Spring Semester:

- Friday, January 27 - - - - - Registration for new and
returning students.
(Registration 6-7 p.m. before
evening classes during first
week of classes, except Friday
evening.)
Monday, January 30 - - - - - Classes begin
Friday, February 10 - - - - - Last day to enroll in a class
Monday, February 20 - - - - - Washington's Birthday Holiday
Wednesday, March 1 - - - - - Last day to pre-register with
the School of Education for
Fall, 1978 field placements
Friday, March 10 - - - - - Last day to withdraw from
classes without academic
penalty
Friday, March 17 - - - - - Mid-term grades due
Saturday, March 18 - - - - - Last day of classes before
Easter Holiday
Tuesday, March 28 - - - - - Classes reconvene after
Easter Holiday
Friday, March 31 - - - - - Deadline for 1978-79 financial
aid applications
Thursday, May 4 - - - - - Pre-registration for Fall, 1978
Tuesday, May 9 - - - - - Honors Convocation,
10:30 a.m.
Wednesday, May 10 - - - - - Last day of classes
Thursday, May 11 through
Thursday, May 18 - - - - - Final Examinations
Sunday, May 21 - - - - - Commencement

Summer Session (Optional):

See *Summer Session Bulletin* for courses and dates.

VIA LAS CUMBRES

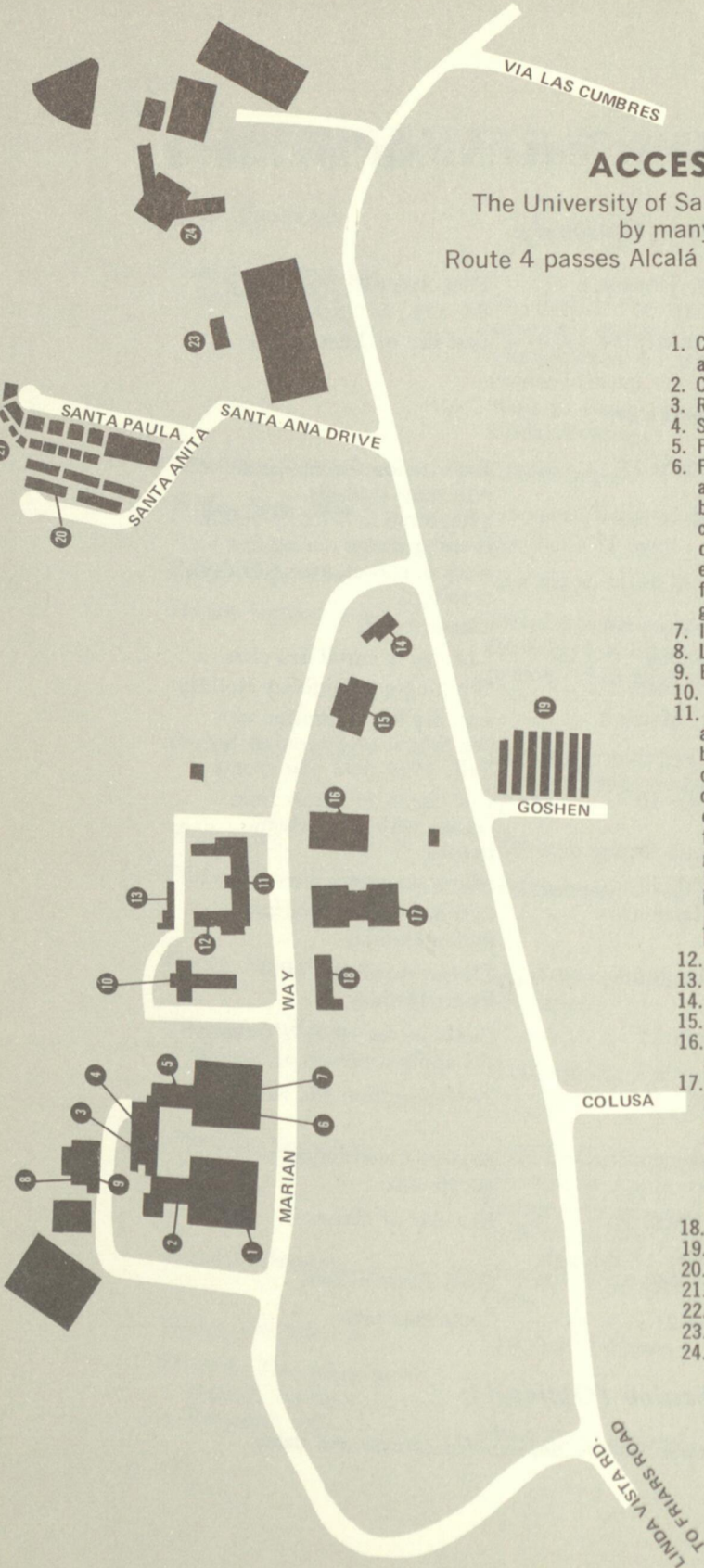
ACCESSIBILITY

The University of San Diego may be reached by many bus lines.

Route 4 passes Alcalá Park on Linda Vista Road

USD CAMPUS MAP

1. Camino Hall
 - a) James S. Copley Library
2. Camino Theatre
3. Rose Room
4. Student Dining Hall
5. Founders Chapel
6. Founders Hall
 - a) Founders Gallery
 - b) French Parlor
 - c) College of Arts & Sciences
 - d) Graduate Office
 - e) Registrar
 - f) School of Nursing
 - g) Summer School Office
7. Information Center
8. Lanai
9. Environmental Studies
10. Immaculata Church
11. De Sales Hall
 - a) Admissions
 - b) Board Room
 - c) Business Offices
 - d) Financial Aid
 - e) Personnel
 - f) Post Office
 - g) President's Office
 - h) Provost's Office
 - i) School of Education
 - j) Security
 - k) University Relations
12. Salomon Lecture Hall
13. USD Print Shop
14. Apostolic Center
15. Law School Library
16. More Hall: School of Law
 - a) More Hall
17. Serra Hall
 - a) School of Business Administration
 - b) Special Events—Housing
 - c) Dean of Students
 - d) Bookstore
 - e) Student Union—Lark
 - f) Educational Development Center
18. Chancery
19. Graduate Apartments
20. Student Apartments
21. Student Apartments
22. St. Francis Seminary
23. USD Stadium
24. Sports Center
 - a) Athletic Offices
 - b) Swimming Pool
 - c) Gym
 - d) Baseball Diamond



OFFICIAL RECOGNITION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, and is approved for veterans. The Hahn School of Nursing is accredited by the NATIONAL LEAGUE FOR NURSING.

The University of San Diego is authorized by the Commission for Teacher Preparation and Licensing of the State of California to recommend candidates for the Multiple Subject and Single Subject credentials, the Specialist in Special Education credential and the Pupil Personnel Services credential. All of the above credentials are applicable to both elementary and secondary schools.

THE UNIVERSITY— Its Past and Its Present

The independent University which bears the city's name was chartered in 1949. Today the University of San Diego includes the College of Arts and Sciences, School of Business Administration, School of Education, School of Law, and Hahn School of Nursing and Allied Health Science. Contiguous to the campus is St. Francis Seminary for undergraduate men aspiring to the Roman Catholic priesthood; its students take their academic work in the various programs offered by the University.

The years since the University's founding have evidenced a steady development. The San Diego College for Women, the first unit of the University at Alcalá Park, began classes in February, 1952. It was erected, financed, and equipped by the Society of the Sacred Heart, its sixth college in the United States. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800; it was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

The second unit of the University, the College for Men, sponsored by the Diocese of San Diego, was opened in 1954, one of the twelve diocesan institutions of higher education in the United States. Its founder, the Most Reverend Charles F. Buddy, first Bishop of San Diego, envisioned its increasingly influential position in education both for the diocese and for the San Diego community.

The first professional school on the Alcalá Park campus, the school of Law, was inaugurated in 1954. It offers a three-year full-time day program and a four-year part-time evening program, both leading to the *Juris Doctor* degree.

Change and innovation have marked the educational development of the University of San Diego in recent years. The early efforts to provide richer educational advantages to the students by sharing the curricula of the then separate colleges led to the full legal unification of the University of San Diego and the San Diego College for Women in July, 1972 so that there now exists one board of trustees, one president, one administration, one faculty, one student body.

The young men and women who share the life of the University of San Diego and contribute to its growth are a diverse group. They have

chosen USD for various reasons; most of them would like to acquire the power to think clearly and independently, to form sound and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic University, and most of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes which facilitate personal attention and instructor accessibility—such are the elements creating the educational environment of the University of San Diego.

PHILOSOPHY AND MISSION OF THE UNIVERSITY OF SAN DIEGO

The University of San Diego is a community of scholars. It shares with all institutions of higher education the search for truth and the pursuit of academic excellence. Students of all races, creeds, and cultural backgrounds are welcome to join the intellectual quest.

The University is committed to ideals of liberal education which emphasize the potentialities of men and women as human beings and creatures of God. Specialized study in the individual disciplines and in the professions builds upon a general education program which both examines the interrelatedness of knowledge and explores the relevance of knowledge to contemporary issues.

By the intent of its founders and by the mandate of its corporate declaration, the University is a Roman Catholic institution. Its distinctive characteristic within the pluralistic system of higher education is that it is both independent and Catholic. It is independent in that ultimate responsibility for the governance of the University lies in its own Board of Trustees. It is Catholic by virtue of its commitment to the examination of the Catholic tradition as the basis of a continuing search for meaning in contemporary life.

The University of San Diego seeks to preserve and enrich the dignity of every person who becomes a part of this community. It affords the opportunity for sharing ideas and values from many different traditions. Increased understanding should lead to awareness of a serious responsibility toward all mankind.

Because of the kind of institution the University of San Diego envisions itself to be, it has set as its mission the establishment of a distinctive quality and identity within the diversity of institutions of higher education. Accordingly, the University strives:

1. To foster freedom of inquiry and expression in the quest for truth;
2. To engender a climate conducive to the spiritual, intellectual, cultural, and social development of all members of the University community;
3. To afford each individual the opportunity to strengthen a per-

sonal philosophy and value system as the basis for integration of behavior and belief;

4. To create an environment of human concern within which teaching and learning interact to the maximum benefit of each member of the University community;
5. To witness to and probe the Christian message as proclaimed by the Catholic Church;
6. To promote Christian ecumenism and the on-going dialogue among peoples of all religions;
7. To conscientiously evaluate the past both for its own sake and because of the crucial continuity of the past and the present;
8. To provide a basis for reflection and critical judgment on contemporary social and moral issues in a worldwide context.

GOALS OF THE UNIVERSITY OF SAN DIEGO

- A. To maintain and develop the highest level of *quality in the academic programs* of the University:
 1. To recruit and retain faculty with a commitment to excellence in teaching;
 2. To provide an instructional environment which allows for the intellectual development of each student as an individual;
 3. To encourage research as a concomitant of excellent teaching and, wherever possible, to include students in research projects as part of their education;
 4. To achieve the size and diversity of student body and programs necessary to ensure variety, quality, and economic viability;
 5. To review periodically our degree curricula to determine whether new programs might be added which are needed by the community and which the University could do well;
 6. To acquire the academic facilities and equipment necessary for efficiency and excellence;
 7. To emphasize distinguished programs where the University has unique resources or obligations.
- B. To provide *service to the community* consistent with the University's identity as an academic institution:
 1. To make available the intellectual and scholarly resources of the University, on a consulting or contract basis, to Church, governmental, and community groups;
 2. To provide practical assistance to groups in need of University expertise insofar as the assistance flows logically from our academic strengths and instructional programs;
 3. To explore opportunities for students to combine learning with service to the community;
 4. To extend beyond our regular degree curricula to offer courses, seminars, and workshops of interest and value to the community at large.

- C. To maintain the *independence of the University* and to use independence as a creative force in the development of the University:
 - 1. To use the flexibility allowed by independence so as to be responsive to student academic needs within the framework of our traditional character as an educational institution;
 - 2. To take advantage of our internal adaptability so as to individualize service to students;
 - 3. To ensure freedom of inquiry with minimum interference from external agencies;
 - 4. To shape the life of the University so as to reflect the University's values on fundamental ethical issues.
- D. To support and enhance creatively the *Catholic character* of the University:
 - 1. To encourage an imaginative and diversified campus ministry sensitive to the spiritual needs of our undergraduate, graduate, and professional students;
 - 2. To provide academically distinguished instruction in Catholic theology;
 - 3. To make Christian ideals live on campus through an atmosphere of charity among faculty, students, and staff;
 - 4. To foster an awareness of the ethical ideals of Christianity in the hope that students will incorporate these ideals into their personal and professional lives.
- E. To develop a University which emphasizes the *integration of liberal and professional learning* by focusing on students' total needs as persons and workers:
 - 1. To retain a commitment to the tradition of liberal education as a value in itself and as a foundation for both life and work;
 - 2. To develop existing schools and add new programs which combine professional excellence with an awareness of the broader imperatives of being human;
 - 3. To seek new ways in which the professional schools and the basic disciplines can cooperate in the education of the whole person;
 - 4. To convey the notions of social justice and community as related to the quality of life;
 - 5. To perpetuate and develop a dynamic and productive relationship between faculty and students;
 - 6. To seek new ways to capitalize on size as a means to academic excellence and human concern.

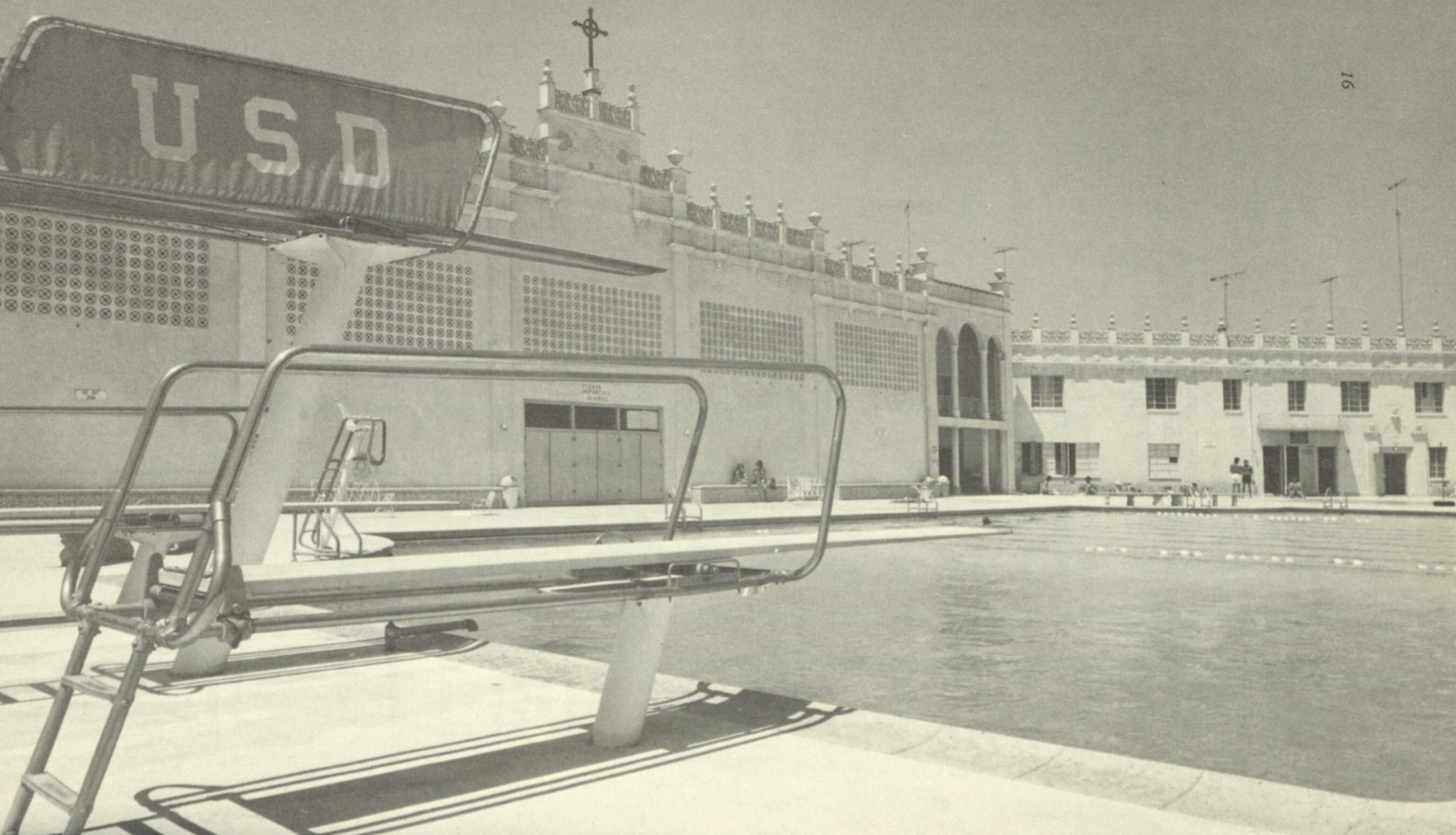
CAMPUS MINISTRY

Because the University of San Diego is a Roman Catholic institution of higher learning, it is responsible in a unique way for the development of a viable campus ministry to proclaim the Gospel and the presence of Christ in the midst of the campus community.

To further this pastoral apostolate of service to the entire university,

a campus ministry team was established during the 1974-1975 academic year. The students, faculty and administrators who make up the team encourage growth in the areas of liturgical initiative, pastoral counseling, coordination of various expressions of religious life and Christian witness to social and moral issues.

The extension of this campus ministry program will promote ecumenical exchange and allow for creativity and adaptation to the expanding needs of the students, faculty and administration.



CAMPUS LIFE

The University of San Diego campus is a 170-acre tableland at the western end of Kearny Mesa, high on a hill commanding inspiring views of the Pacific Ocean, Mission Bay, San Diego harbor, and the surrounding mountains. The campus, named Alcalá Park after the Spanish university city of Alcalá, scene of the labors of St. Didacus (San Diego), is superbly located in an urban area, ideally close to the business, cultural, residential, and recreational areas of California's birthplace and third largest city.

Alcalá Park's ten buildings include the Immaculata Church; the School of Law; the Law and University Libraries; four administrative and classroom buildings (Serra, De Sales, Camino, Founders) which also include the University dining hall, the Camino Theatre, and residence areas; graduate student residence apartments; and the University recreation center, comprising an olympic-size swimming pool, gymnasium, stadium, and tennis courts.

Here, in sunny Southern California, the student finds a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish missions, the theatre, swimming (in the large university pool and in the bay and ocean), boating, surfing, tennis, golf, and many others. Close proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

Academic Facilities

The University provides modern and comfortable classrooms, fully-equipped science laboratories, and a language laboratory.

The University Library, the hub of academic life, is located in Camino Hall. Its constantly growing collection supports the academic programs of the College of Arts and Sciences, the School of Education, the School of Business and the Hahn School of Nursing and Allied Health Sciences and reflects the needs of the University's expanding curriculum. Library holdings include more than one hundred and fifty thousand books and bound periodicals. More than six hundred current periodical and serial titles are received, as well as newspapers, pamphlets, government documents, recordings and microfilm materials.

The facility includes a listening room and a non-book materials room where microfilm readers and printers are available. Typewriters and copiers are provided for student use.

The main resources of the Library are organized as an open stack book and periodical collection. This increases their accessibility to faculty and students. The library staff is available in the areas of Reference and Bibliography, Circulation and Reserve Books, Periodicals and Curriculum, to assist in the interpretation and use of the library's resources.

Over the years gifts from many private libraries have enriched the collection, especially in the area of the humanities. The library houses the St. Thomas More collection given by the late Dr. Julia Metcalf and the Military Order of the World Wars, La Jolla Chapter, has established a depository for its historical papers.

In "Special Collections," the library exhibits a rare and precious sampling of the world's cultural treasures in the media of the printed page. Examples ranging from the medieval period, with its illuminated manu-

scripts and incunabula through the centuries to contemporary fine printing and binding are included. A collection of rare tenth century ikons presented by the late Admiral William Stanley and many items associated with the late Reverend Mother Hill, such as the Christine Price Collection of book plates and the Harold Beckett Gibbs collection of books on liturgical music are housed in this area.

The Law Library, located in the Law School facility, with upward of fifty thousand volumes, is available as a support to the University Library.

Student Residence

Resident living accommodations are available on the University Campus. The majority of the spaces are for two people but there is space for three or four people in one room. A University food service is also provided for all University resident students.

Sheets and pillow cases are supplied; all other items of this nature such as pillows, towels, blankets and bedspreads must be supplied by the student.

Residence Halls will be open for occupancy the day before registration ONLY and must be vacated twenty-four hours after the students' last exam. All students must vacate their rooms totally during University vacation periods.

Cultural Activities

The University recognizes that an important element of the collegiate experience is an acquaintance with qualified and articulate spokesmen of our time, whether the viewpoints presented are readily shared or annoyingly abrasive. Accordingly, throughout the academic year and during the summer sessions, well-known scholars, travelers, and significant figures in public life are invited to the campus to complement classroom study, and, in general, broaden the experience of the student. Undergraduate students also have numerous opportunities to hear outstanding speakers brought to the campus by the Graduate Schools.

The University also sponsors a professional art exhibition facility, Founders' Gallery. There, under the supervision of the Director of Galleries, students actively participate in the monthly presentation of exhibitions of diverse media and a wide range of expression. Recognized masters and the finest contemporary artists comprise the balanced program of uniform excellence which has merited Founders' Gallery the highest critical acclaim.

Further, in order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional faculty artists, and brings to the campus professionally executed programs in drama, dance, and music.

Student Conduct

It is assumed that the entry of students into the University of San Diego constitutes their acceptance of the University Code of Student Rights and Responsibilities and the regulations published by the University in accord with the Code. The Code may be found in the student handbook.

Student Organizations and Activities

All students belong to the ASSOCIATED STUDENTS OF THE UNIVERSITY OF SAN DIEGO, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students and members of its governing council are elected or appointed from among the students; under their leadership, the students plan and manage student affairs and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on academic and disciplinary affairs.

The purpose of the ACCOUNTING SOCIETY is to encourage and promote the study of accountancy in its highest standards. It serves as a medium between students, instructors, and other professional accounting organizations. Members take part in field trips, professional lectures by outsiders, and are encouraged to become members of the American Accounting Association, National Association of Accountants, and also to continue the study of accountancy in graduate schools until their goal is obtained.

The ALCALA PARK PLAYERS offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

The ANTHROPOLOGY CLUB is designed to stimulate student interest in anthropology. The club is open to all interested USD students. The club will have guest lectures, movies, ethnic parties, and social functions with other colleges. The club organization is built around these activities.

The BIOLOGY CLUB is organized to offer out-of-class activities to those students interested in the Biological Sciences. Speakers, films, and field trips are presented during the year.

The BLACK STUDENTS UNION represents to the larger USD community the interests, attitudes and culture of the black students on campus, at the same time providing the students with an opportunity to share in social and cultural events.

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual growth of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world.

The student chapter of the national COUNCIL FOR EXCEPTIONAL CHILDREN is designed to promote interest in the area of Special Education. Professional journals of the Council keep students abreast of the current developments in this field. The University chapter is open to all interested University of San Diego students.

The FILM FORUM, sponsored by the Associated Students, has a two-fold purpose: it fosters discussion of contemporary issues and problems as explored in significant films; and it encourages the evaluation of movies as an art form.

HONORS GROUPS: The University of San Diego is affiliated with several national honor associations: KAPPA GAMMA PI, the National

Scholastic and Activity Honor Society for Catholic College Women, in which students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership; PHI SIGMA TAU, the national honor society for philosophy majors and minors, which has as its purpose to recognize academic accomplishments, foster scholarly activities, and provide an intellectual and social meeting ground for its members; PI DELTA PHI, the National French Honor Society, in which French majors or minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership; SIGMA DELTA PI, the National Spanish Honor Society, in which Spanish majors and minors who maintain a high scholastic standing and serve actively in the Spanish Club are eligible for membership; DELTA EPSILON SIGMA, the National Scholastic Honor Society for undergraduates, graduates, and alumnae, the purpose of which is to recognize academic accomplishments, foster scholarly activities, and provide an intellectual meeting ground for its members. Other Honors groups are: OMICRON DELTA EPSILON, open to economics majors who have demonstrated their excellence in the study of economics; membership makes available participation in extra-curricular programs, lectures, discussions, and meetings furthering the study of economics; and SIGMA PSI, a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics; to aid student efforts in science and mathematics by accumulating sources of information on recent developments in these fields; and to foster individual and joint mathematics and science research projects.

Responsibility for governing fraternity life and mediating interfraternity relationships on the University of San Diego campus is assumed by the INTERFRATERNITY COUNCIL, an organization composed of students representing each of the social fraternities.

The two social fraternities recognized by the University are: Tau Kappa Epsilon, and Phi Kappa Theta. Each aims to promote the social, intellectual, and moral development of its membership.

The INTERNATIONAL STUDENTS ASSOCIATION is an organization open to all students, especially foreign students; it plans recreational and social events in order to welcome foreign students into the University environment, and to encourage them to preserve the beauties of their own native cultures and to share them with students from other parts of the world.

MECHA-MAYA is the organization on campus representing USD's Chicano students. Its aims are to familiarize the community with the Chicano culture as well as to encourage students to share their mutual heritage.

The MODEL UNITED NATIONS CLUB gives students an insight into the machinery of the United Nations, its problems, its agencies and its operations. Members attend a yearly MUN convention.

MODERN LANGUAGE CLUBS on campus promote a lively interest in the literature and culture of foreign nations by means of conversation, discussion, moving pictures, reading and staging of plays, luncheon meetings at language table in the cafeteria. The French Club was the first

language club in operation; the Spanish Club is the second, and the German Club is the third.

MUSIC: Several musical groups are organized on campus. The **ALCALA CHORALE** prepares several musical, or combined musical and dramatic performances each year.

The **UNIVERSITY SYMPHONY ORCHESTRA** performs each semester. Membership is by audition and is open to both students and faculty.

The **OPERA WORKSHOP** gives a production each semester.

The **SOLISTI de ALCALA** chamber orchestra gives a number of performances yearly.

The **ALCALA TRIO** offers performances both at home and on tour.

PEQUOD is published by the University of San Diego, and partially sponsored by the Associated Students of the University. Primarily intended as a literary journal for the publication of poetry, fiction, and criticism written by students and alumni of the University, *Pequod* invites the submission of work by others, both students and professional writers.

The **POLITICAL SCIENCE CLUB** is designed to stimulate an active interest in political affairs at all levels of government. The club frequently brings to the campus political speakers; it invites members of the Consular Corps for lecture and discussion. A continuing film program is also offered. The club provides analyses of campaigns and electoral decisions. Club members often attain positions in organizations of federal, state and local office holders and seekers. Membership is open to anyone who is interested.

The **PRE-MEDICAL CLUB** provides students in the pre-professional areas of medicine, dentistry, etc., contact with professionals in these areas as well as counselling and coaching on various aspects of the examinations required for entrance by professional schools.

PSI CHI National Honor Society in Psychology provides recognition for outstanding scholarship, and seeks to advance the science of psychology by providing programs which augment and enhance the regular curriculum, including lectures, colloquia, panel discussions, research programs, regional and national conventions, and social functions. The **USD Chapter of Psi Chi** also extends associate membership to all students interested in psychology and in participating in its programs.

PUBLICATIONS: Student publications are the annual, **ALCALA**; the newspaper, **VISTA**; and **LA GIROUETTE**, French Club quarterly.

The department of Natural Sciences sponsors a **SCIENCE CLUB** for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institution of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The **SOCIETY FOR THE ADVANCEMENT OF MANAGEMENT**, student chapter, promotes field trips for students in Business Administra-

tion, and arranges for visiting speakers to lecture on campus regarding the problems and techniques of management in the business world today.

The YOUNG DEMOCRATS and YOUNG REPUBLICANS are organized on campus to foster creative interest in American political life, and to develop in students a sense of responsibility for the welfare of the nation.

Recreation

The USD Recreation Department is rapidly expanding to offer members of the USD community opportunities to use their leisure time constructively. A great variety of Recreational events, some cooperative with San Diego State University, dot the calendar including bike excursions, camp outings, ski trips and weekend outing events. In the past, large scale participation has provided tremendous enjoyment to complement the academic experience of USD students.

Students are encouraged to use the facilities of the Student Sports Center, located at the top of the hill east of the football field. Facilities include: heated olympic-size swimming pool (2 low dives, one high), a six-basket gym, two volleyball nets (one indoor, one outside), 12 tennis courts (eight on west side of school), six three-wall handball courts, a Universal weight machine, and a utility field for jogging, etc. A great variety of equipment can be checked out of the Recreation Office with a USD ID card (including badminton sets, frisbees, softball equipment, footballs, football flags, volleyballs, basketballs, racketball paddles, hardballs, etc.).

Athletics

The University offers a program of intramural sports and maintains a schedule of intercollegiate games in basketball, baseball, football, tennis, golf, and women's volleyball, tennis, and basketball.

THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION

The Alumni Association promotes camaraderie among former students of the University, keeps alumni informed of innovation at the University, and aids the University through its activities. Special interest alumni groups include:

THE ALUMNAE OF THE SACRED HEART—a unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart Schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

LAW SCHOOL ALUMNI—provides support and guidance to law students and presents professional training sessions for members and students. Can host social events for its membership and the Law School community.

THE TORERO CLUB—organized to broaden support for the University's Athletic programs.

ANCILLARY ORGANIZATIONS

THE CHILDREN OF MARY—a unit of the world-wide Children of Mary Congregation associated with schools and colleges of the Sacred Heart.

THE UNIVERSITY OF SAN DIEGO AUXILIARY—a women's group organized to promote the interests of the University in the community.

THE PRESIDENT'S CLUB—a group of benefactors who support the University with a substantial annual gift and represent the University in a special capacity to the community.

THE ALCALÁ SOCIETY—a group of men and women dedicated to perpetuating the spiritual and educational values embodied in the University by making a gift at the level necessary for society membership.

THE FRIENDS OF THE LIBRARY provides support for the Copley Library and its programs.

THE PARENTS CLUB seeks to provide channels of communication between the University and parents of students.

THE INTERNATIONAL BOARD OF CONSULTANTS is a group of leaders with international stature who provide advice to the University.

ACADEMIC BENEFACTORS

THE CLARENCE L. STEBER MEMORIAL FUND provides financial support towards a faculty position in the School of Business Administration and towards a faculty position in the Department of Religious Studies.

UNIVERSITY BOOKSTORE

For the convenience of students, the University operates a bookstore on the campus. Textbooks, stationery, laboratory supplies, and notions are available there on a cash basis.

STUDENT SERVICES

Student Health Service

The primary aim of the Health Service is to maintain conditions of sound mental and physical health. A registered nurse is available on week days from 9:00 a.m. to 5:00 p.m. A doctor is available two days a week to make examinations and diagnosis. Two well equipped hospitals, located nearby, offer facilities for surgery and for care of those seriously ill. A medical examination and certificate of health is suggested for each entering student. There is a nominal charge for all medication and supplies dispensed from the Health Center.

Educational Development Center — Room 303, Serra Hall

The purpose of the Educational Development Center is to enrich the student's academic experience and to increase his or her efficiency in dealing with the normal demands of an academic community. The following counseling, educational, and supportive services are provided to meet student needs:

A. Counseling Services

Adjustment to college life is a prerequisite to academic success. To assist in this adjustment, professional counselors offer help to students who seek increased self-understanding and insight into academic, vocational, and personal problems.

Particular assistance is available to students undecided about an academic major or contemplating a change in the major.

B. Placement Services

The University of San Diego offers opportunities to students to investigate, explore and plan for their careers after they leave the University. This is achieved principally through directed workshops offered by the personnel of the Career/Life Planning and Placement Office.

Other services of this Office include organizing seminars on various careers, arranging for professional recruiter interviews, testing for skills and interests, and individual counseling.

However, students will receive the most practical and long-range assistance by participating in workshops planned to help them assess their own skills and interests, to explore a large spectrum of careers, and to acquire techniques useful throughout life in obtaining entry and later level positions. While seniors are given first choice on course sign-ups, all students in any year or school, or in any major field of study are invited to participate.

C. Educational Services

The Reading Efficiency Laboratory is designed to increase speed of reading and degree of comprehension so that students may profit maximally from their reading activity. Most students double or triple their reading rate and increase their comprehension after completing this program.

The Learning Laboratory is equipped to permit students to study English and Mathematics for review or for increased knowledge. The laboratory is entirely self-instructional so that students may progress through the programs at their own speed.

The Efficient Study Program is designed to instruct students in effective ways to meet the academic demands of college in order that they may make the most effective use of time.

D. Foreign Student Advisor

The Foreign Student Advisor has the general responsibility for the welfare of all students attending the University on visas. Services provided include academic counseling, immigration matters such as issuing visa renewals, moderating the activities of the International Students Association, and instruction of English as a Second Language.

Educational Opportunity Program (EOP)

The Educational Opportunity Program at the University of San Diego is designed to assist the following types of students:

1. Those of all races, creeds, and colors, who are regularly admitted with full academic standing but who are financially unable to meet tuition and fees. Their financial need is determined with the help of the standard "Needs Analysis" of the College Scholarship Service of Berkeley, California. Financial Aid consists of scholarships, grants, loans, and part-time employment. Students may apply for one or more kinds of aid depending on determined need, qualifications, and funds available.
2. Those of all races, creeds and colors who fall under the 4% rule. The faculty has approved a plan similar to that of other colleges and universities whereby 4% of the new freshmen and transfer students each year may be students whose high school records show achievement less than that required of those regularly admitted. In these cases, additional information is obtained concerning the student's motivation and the contributing factors to past academic performance. This information is presented to the EOP Committee which recommends 4% admissions.

The Educational Opportunity Program is therefore designed to take both qualified and some not qualified by virtue of scores but who possess college potential, to provide them with funds if need exists, and to assist them by providing the following services:

- a. Recruitment and counseling on high school and Community College campuses.
- b. Assistance in making application to USD.
- c. Assistance in preparation of all financial aid applications.
- d. Assistance in preparing programs of study each semester.
- e. Free tutorial assistance.
- f. Counseling assistance.

Interested persons should contact:

The Educational Opportunity Program
Founders Hall
The University of San Diego
Alcala Park
San Diego, California 92110

Information is available by phone during regular business hours.

ADMISSION

Admission is based upon evidence of the applicant's fitness to profit by college work at the University of San Diego. Applications for admission to the fall or spring semesters, or to the summer sessions, should be made as early as possible.

ADMISSION TO FRESHMAN STANDING

- 1) Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered.

- 2) Scores on the Scholastic Aptitude Test of the College Entrance Examination Board (SAT). Students should plan to take this test in their junior year or early in the year that they apply. ACT test scores from the American College Testing Service are permissible for out-of-state students only.
- 3) Academic recommendation from high school faculty.
- 4) A personal interview is strongly recommended.

Admissions Procedure

Application for admission is made through the Office of Admissions. Forms should be completed and filed together with transcript of credits as early as possible.

The procedure for application is as follows:

1. A candidate should procure the Application for Admission form from the Office of Admissions and return the completed form with the fee of \$20.00 (not refundable).
2. A candidate should ask the Registrar of the high school (and college, if any) to send the official transcript of credits to the University at the end of the sixth or seventh semester of high school. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the Scholastic Aptitude Test of the College Entrance Examination Board should be forwarded to the University at the request of the student. Out-of-state students may forward ACT test results.
4. The applicant should arrange to have sent directly to the University the recommendations as indicated on the Application for Admission form.
5. Arrangements for a personal interview should be made through the Office of Admissions.
6. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application.
7. The University observes the announced Candidate's Reply Date set by the College Entrance Examination Board (May 1 preceding the fall semester in which the applicant wishes to enter.) This means that candidates who have been informed of their acceptance in the University are not asked to make any non-refundable deposit prior to that date.
8. Resident students should send a room reservation of \$100.00 when accepted. Commuting students should send their \$50.00 tuition deposit when accepted. These *non-refundable* deposits are credited to the student's account.
9. The student will then receive information concerning University regulations, and a health form to be filled out by a physician and returned before entrance. Transfer students may expect to receive an evaluation of previous work approximately two weeks before the start of the semester.

10. Incoming students are encouraged to write, telephone, or visit, if they wish to have questions clarified.

Early Admission

Some students of superior academic achievement and promise, require less than the usual four years of high school to prepare for college. A superior student who has completed high school in less than eight semesters may apply for admission.

Early admission candidates take the Scholastic Aptitude Test during their junior year. They offer a secondary school program of 16 units in academic subjects.

Advanced Completion of College Courses

Candidates presenting a transcript showing work from a collegiate grade institution completed while still in high school may receive appropriate college credit, provided such credits are not needed to satisfy minimum high school graduation requirements. This credit does not normally exceed 12 units.

Advanced Placement and Credit

College credit may be granted for advanced placement courses taken in secondary schools, when such courses are completed with scores of 3, 4 or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board. In addition, students who have been given the opportunity by their secondary schools to take college courses prior to high school graduation will be given college credit when such courses were taken after the junior year and not required to meet high school graduation requirements. The purpose of advanced placement and credit is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for the exceptional student to take elective work in his undergraduate program.

College-Level Examination Program (CLEP)

College credit may also be granted, within certain limitations, for the General and Subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned. This program may be utilized by entering freshmen who take the tests prior to matriculation for the purpose of earning advanced standing credit, by regularly enrolled students for accelerating their programs or demonstrating competency in certain subjects, or by candidates for transfer who desire advanced credit or present the tests in support of applications for admission. Further details can be obtained by writing to the Educational Development Center.

Veterans Certificate of Eligibility

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veterans authority in order that the University can certify to the Veterans

Administration that he or she has entered into training. For further information, contact your local Veterans Administration Office or the Registrar's Office.

Admission to Summer Sessions

Students who are candidates for degrees at the University are eligible to register for the summer sessions.

Students who are candidates for degrees at another college or university may enroll in summer sessions at the University, but they are advised to consult with the Dean of their institution to assure themselves that credits earned here will be accepted in transfer.

Others applying for admission to summer sessions will be accepted if it appears that they can profitably undertake work at the University.

Registration in summer sessions does not constitute admission nor imply eligibility to enroll in the fall semester.

Advanced Placement for High School Students

Qualified high school seniors may be admitted for concurrent enrollment at the University of San Diego upon recommendation of their principal, counselor or other officially designated officer. Under extraordinary circumstances, with special recommendation of the high school, students may be admitted to the program before the senior year.

Students may take any course for which they have the prerequisites set by the college and for which they have the recommendation of the high school representative.

Students must earn grades of B or higher to be eligible for continuation in the program. In special circumstances a student who receives a C may continue, with the special approval of the high school representative and of the college instructor. A student who receives a final grade of D or F in any course may not continue in the program.

On recommendation of the high school representative, a student may drop a course anytime up to and including the last day of the semester. In such cases no entry is made on the academic record card maintained by the University for each student.

The pass/fail option is not available to advanced placement high school students.

Inquiries concerning the program should be addressed to:

Advanced Placement Representative
College of Arts and Sciences
University of San Diego
Alcala Park
San Diego, California 92110

Honors At Entrance

The award of Honors at Entrance is a recognition of academic excellence. All high-ranking candidates for admission are considered for this award; hence, no special application for it is made by the student. Conferment of Honors at Entrance is without reference to financial status and carries with it no monetary grant. Criteria for the award are superior academic performance in high school, including rank in upper tenth of class; high CEEB scores; and distinguished activity and citizenship records.

ADMISSION TO ADVANCED STANDING

The University normally accepts on transfer from a college or university students who present a C average or better, if they were admissible to the University as freshmen. Candidates who were not eligible for admission to the University as freshmen must present at least twenty-four units of acceptable college work.

Candidates for advanced standing, in addition to the procedures listed on pages 26-27, must present official transcripts of all college work, a statement of honorable dismissal from the college, and a letter of recommendation from the college.

Transfer credit is officially evaluated by the Dean, following the student's acceptance and submission of residence or tuition deposit. No official evaluation can be made before that time.

ADMISSION OF FOREIGN STUDENTS

The University of San Diego welcomes foreign students who can demonstrate their ability to undertake college work with profit in the United States.

Applicants for admission from foreign countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All records must be translated into English.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey, 08540; admission will not be granted until results of this test are received by the University. It is the responsibility of the foreign student to see that all credentials for admission to the fall semester are received in the Office of Admissions by July 1 and for admission to the spring semester by December 1. The last TOEFL test dates to meet these deadlines are May for the fall semester and September for the spring semester.

All foreign students accepted at the University must provide for their financial support from non-University sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Resident students should send a room reservation deposit of \$200 and commuting students should send a tuition deposit of \$100 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until the receipt of the deposit.

The Immigration Form I-20 will be sent to the student upon receipt of an affidavit of support indicating the amount and source(s) of finances, and a reservation deposit. The applicant must be accepted as a full time student working toward a degree before he or she is eligible for an I-20 form.

Evaluation of foreign transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded to the University as early as possible.

ADMISSION TO GRADUATE STANDING

See Graduate Division Bulletin

UNIVERSITY OF SAN DIEGO 1976-1977 EXPENSES FOR UNDERGRADUATES

APPLICATION FEE*, payable when application is made for admission. It must be paid by all students		\$ 20.00
TUITION, 1976-1977:	1-13 units, per unit	83.00
	14-17 units, per semester	1,275.00
	Over 17 units, per additional unit	83.00
1977-1978:	1-13 units, per unit	95.00
	14-17 units, per semester	1,450.00
	Over 17 units, per additional unit	95.00
INCENTIVE TUITION, per unit, applicable if all graduation requirements are completed or currently in process and the student is registered for 12 or more units at the regular rate		
1976-77		41.50
1977-78		47.50
ASSOCIATED STUDENTS FEE		
12 units or more, per semester (\$2.00 Cal-Pirg refundable) ..		27.00
7-11 units, per semester		15.00
DEPOSITS		
Advance tuition deposit for day students (non-refundable) ..		50.00
Advance room deposit for resident students (non-refundable)		100.00
Damage deposit for resident students (due at registration)		50.00
ROOM AND BOARD, 1976-1977**		
Singles, per semester		835.00
Doubles, per semester		760.00
Triples or Quads, per semester		710.00
Triple Suites (DeSales), per semester		810.00
AUDITING, one-half the regular tuition charge, per unit		
1976-77		41.50
1977-78		47.50
SPECIAL FEES		
Vehicle Registration Fee, per year		10.00
Late Registration Fee		10.00
Credential Program, Field Experience		
per unit		5.00
per course fee additional		2.00
Credit by examination, per unit		41.50
Special Examinations		5.00-20.00
Music, applied lessons, per semester (payable at registration) ..		100.00
Transcripts, first one free, each thereafter		1.00

*Application fee may be waived where there is evidence of exceptional financial need.

**1977-78 fees for Room and Board have not yet been determined.

REFUND POLICY: Fees and Deposits (except damage deposit) are not refundable. Refunds are calculated as of the date the student presents the official withdrawal slip at the Office of the Registrar.

First week of classes	80% refund, per unit
Second through fifth week of classes	50% refund, per unit
After fifth week	NO REFUND

ROOM & BOARD REFUND POLICY:

First week of classes	80% refund
Second through fifth week of classes	50% refund
After fifth week	NO REFUND

At the end of the academic year, the damage deposit may be refunded in full if no damage has been charged against it, or in part according to the amount of damage charged; it will be carried over to the next year if the student will return to the residence hall the following September.

PAYMENT PLANS

The University of San Diego offers two alternative payment plans. The plans are described below. All expenses are payable on Registration Day (or via in-mail registration just prior to Registration Day) except for those who have pre-arranged with the University to adopt one of the plans.

Additional information on any of the payment plans is available from Student Accounts Receivable, (714) 291-6480, ext. 363. Agreement forms for the Installment Payment Plan may be obtained from Room 104, De Sales Hall or from Student Accounts Receivable, University of San Diego, Alcala Park, San Diego, California 92110.

Pre-Payment Plan

The Pre-Payment option allows a discount of 6% per annum ($1\frac{1}{2}\%$ per month) for as many months as expenses are paid in advance. The Pre-Payment Plan operates according to the following guidelines:

- total semester's payment must be made by July 1st (for fall semester) or December 1st (for spring semester);
- total payment may be discounted at the rate of 6% per annum ($1\frac{1}{2}\%$ per month) for the year 1976-1977, for as many months as paid in advance by the first of the month.
- amount paid is refundable in full prior to Registration Day; after Registration Day, amounts due the University are governed by the published University refund policy;
- if the student opting for the pre-payment plan is unsure of the number of units to be taken, a semester average of 14-17 units or yearly average of 28-34 units will be used; payment adjustments for deviations from this unit average will be made within a reasonable time after actual charges are determined.

Installment Payment Plan

The Installment Payment option allows for payments in five equal installments for each semester, or ten equal installments for the full year. Under this plan, payments for fall semester begin on June 1, and for

spring semester, on November 1. There is a non-refundable annual \$25.00 administrative charge, payable with the first installment. The Installment Payment Plan operates according to the following guidelines:

- payments for fall semester begin on June 1, and for spring semester, on November 1;
- a non-refundable annual \$25.00 administrative fee is payable with the first installment;
- installments are equal, except for administrative fee added to first installment; non-refundable deposits are excluded in ascertaining the amount of the equal installments;
- amount paid (except for administrative fee) is refundable in full prior to Registration Day of the semester for which the expense is incurred; after Registration Day, amounts due the University are governed by the published University refund policy;
- if the student opting for the installment plan is unsure of the number of units to be taken, a semester average of 14-17 units or yearly average of 28-34 units will be used; payment adjustments for deviations from this unit average will be made in the final two installments.
- students whose commitment to attend the University of San Diego occurs after June 1 may apply for authorization to enter the plan.

FINANCIAL AID

The financial aid program at the University of San Diego includes scholarships, grants, loans, part-time employment, and deferred payment programs. These programs are administered by the Director of Financial Aid and are intended to recognize and assist students who otherwise would be unable to attend the University.

Generally speaking, financial aid is awarded to those students who need it most. The University recognizes that the primary responsibility for paying University expenses rests with the parents. The student himself is expected to make a reasonable contribution toward the cost of his education. Parents are expected to contribute in proportion to their resources. Any financial aid awarded by the University represents the difference between the student's family contribution and the expenses required to attend the University.

The family's ability to pay and the student's financial need and eligibility for the various programs are determined by analyzing the information entered on the Financial Aid Form of the College Scholarship Service in conjunction with the parents most recent income tax return. The student must be enrolled on a full-time basis in good standing and may apply for one or more kind of aid depending on his determined need, his qualifications, and the funds available.

Requirements, Deadlines, and Application Procedures

Formal application for admission and acceptance to the University are necessary before any consideration for financial aid can be given.

New/transfer students must have completed their applications for financial aid by March 1.

Continuing USD students must have completed their application for financial aid by April 1.

Both new/transfer students and continuing students must meet the following requirements:

1. The student must have completed and filed the Application for Financial Assistance with the Financial Aid Office. This form is available from the Financial Aid Office.
2. The student and his parents must have completed and filed the Financial Aid Form with the College Scholarship Service. This form is available from any high school counseling office or from the Financial Aid Office of the University and is forwarded to the College Scholarship Service directly upon completion.
3. The student must have submitted a copy of the parent's most recent income tax return to the Financial Aid Office.
4. The student must be officially accepted by the Office of Admissions and intend to enroll as a full-time student.

Financial aid awards are usually made on a one year basis. The award amount is used one-half per semester. All awards are renewable every year provided that the student repeats the above listed procedures each year that aid is requested and that he remains financially and academically eligible. Deadline for completing application for the Fall semester is March 1. The deadline for completing application for the Spring Semester is December 1. Awards are made for the Spring only if funds are still available. With the exception of summer employment and guaranteed student loans, financial assistance is not readily available for use during the Summer.

SCHOLARSHIPS

University of San Diego Scholarships

Each year the University offers a number of scholarships to qualified students on the basis of their scholastic records, their Scholastic Aptitude Test scores, their financial need, and the recommendations received from the student's counselors or instructors. Priority for scholarships is given to those students who expect to complete their undergraduate degree at the University of San Diego.

Freshmen, transfer students, and currently enrolled students may apply for this program. Scholarships may be renewed each year upon application as long as the student continues to maintain a satisfactory grade point average and continues to demonstrate financial need. Applications and further details are available from the Office of Financial Aid.

Catholic Leadership Scholarship Program

The University of San Diego will award renewable scholarships annually to one freshman and one junior transfer student from each of the twelve Deaneries in the Diocese of San Diego, a total of 24 Catholic Leadership Scholarships. Each scholarship will have a value of \$500-\$1,300 or one-half tuition per year, depending on the financial need of the recipient.

Several additional Catholic Leadership Scholarships will be awarded

on an "at-large" basis to the strongest runner-up nominees, after the initial choice of candidates by Deaneries.

In addition to the usual admissions and financial aid papers required by the University of San Diego for its new students, applicants for the Catholic Leadership Scholarships must be recommended by the pastor of their home parish, in order to be eligible for consideration among the candidates from the Deanery to which that parish belongs.

California State Scholarships

All students who are residents of California are expected and urged to apply for a California State Scholarship through the California Student Aid Commission in Sacramento. Application forms and information are available in the high school counseling office, from the Financial Aid Office, or from the California Student Aid Commission, 1410 Fifth Street, Sacramento, California 95814.

The student must take the Scholastic Aptitude Test and file the Financial Aid Form (College Scholarship Service) with the State Commission in order to determine his eligibility. **Deadline for completing application for this program occurs in early December.**

Private Scholarships

The University of San Diego periodically receives scholarship monies from private sources in order to provide financial stipends to selected students. The qualifications and requirements for the different awards vary and are usually stipulated by the donor or organization. The following is a listing of the available programs.

Ahmanson Foundation Scholarship

The Ahmanson Foundation offers assistance for one scholarship per academic year to be awarded to a minority student.

Ainosuke Esaki Commemorative Scholarship

Mr. and Mrs. Aiji Esaki have endowed two \$200 scholarships, to be awarded by the faculty of the Art Department each semester, to outstanding full time Art majors in the junior and senior years.

Arizona Alumnae of the Sacred Heart Scholarship

The Arizona Alumnae Association of the Sacred Heart offers a \$500 scholarship to assist a young woman from Arizona who is a junior or a senior at a Sacred Heart affiliated college or university.

Bishop Maher Revolving Scholarships

This program, made available by Bishop Leo T. Maher, provides financial stipends of various amounts for needy Spanish-speaking students of the Diocese of San Diego who attend the University of San Diego.

Clara Blesener Scholarship

A special scholarship for a student in unusual need is provided by Miss Clara Blesener. This award is made through the Financial Aids Office.

Colorado Alumnae of the Sacred Heart Scholarship

The Colorado Alumnae of the Sacred Heart have established this scholarship fund in order to assist Colorado residents who wish to attend a Sacred Heart affiliated college or university.

Copley Newspaper Scholarships

These scholarships provided by the Copley Newspapers Department of Education are available in varying amounts on the basis of both academic merit and financial need.

Emil Ghio Scholarships

This scholarship fund, provided by Emil A. and Sylvia C. Ghio, is available in varying amounts to needy students selected by the University of San Diego.

Helena S. Corcoran Scholarship

This award is provided each year to a woman resident student from the state of Arizona.

Honor Scholarships

Special scholarships are provided recognizing outstanding students at the University. These awards are provided by Mr. Charles Grace, Mr. George Scott and Mrs. Helen Copley.

Irving Salomon Political Science Scholarships

Four scholarship awards totaling \$250 each are awarded to outstanding political science majors each semester as chosen by the Department of Political Science.

Labor Day Ball Scholarship

The Board of Directors of the San Diego-Imperial Counties Labor Council has established this \$750 scholarship to be awarded to a student residing in San Diego County on the basis of need and merit.

Los Angeles Alumnae of the Sacred Heart Scholarship

The Los Angeles Alumnae of the Sacred Heart have designated a scholarship award to be provided to a woman student who is a permanent resident of Los Angeles County.

Mabel Wilson Richards Scholarships

These scholarships are designed to provide financial assistance for the education of worthy and needy girls who reside in the City of Los Angeles or immediate vicinity and were created by the Will of the late Mabel Wilson Richards. Amounts total \$500 per year.

Mexican-American Studies Scholarships

Four tuition scholarships are awarded each year to worthy Mexican-American students to enable them to attend the Summer Session in Guadalajara.

Reverend Mother Rosalie Hill Memorial Scholarship

Each year, a financial stipend is awarded to a female student in honor of the Reverend Mother Hill, foundress of the San Diego College for Women.

Sr. Mariella Bremner Scholarship

The San Diego Alumnae of the Sacred Heart have provided a scholarship grant for a qualified woman student.

Sr. M. Aimee Rossi Music Scholarships

These scholarship awards of various amounts are provided for performance majors as determined by the Faculty of the Music Department.

Western Students Trust Scholarships

This fund, established by an anonymous donor, is available in varying amounts to students named by the Trust administrators.

School of Business Administration Scholarships

Catherine B. Ghio Scholarship

Anthony's Fish Grottos grant \$1,000 each year to the School of Business Administration to be awarded to its students who demonstrate sound business potential, good academic performance, sound character and a definite financial need.

James S. Kemper Foundation Scholarship

The James S. Kemper Foundation provides scholarships to the School of Business Administration for students with high scholastic standards, personal development, financial need and who intend to make insurance their career.

James S. Kemper Foundation Summer Internship

The James S. Kemper Foundation provides on-the-job training internship in order to help the student better understand the relationship between academic studies and the practical operations of insurance.

Women's Auxiliary to the San Diego Chapter of the California Society of Certified Public Accountants Scholarship

A scholarship in the amount of \$300 is offered to a deserving upper division student who plans to enter the field of public accounting. Achievement in the field of accounting and financial need are emphasized for consideration of this scholarship.

In addition to the above named University of San Diego Scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of employees. As an example, the University has received scholarship assistance for students from Bekins and Gulf Oil. Fraternal organizations have been instrumental in assisting students meet the cost of education. Elks National Foundation Scholarship and Rotary Foundation Scholarships have in the past been awarded to U.S.D. students.

The following is a partial list of scholarships available through outside organizations.

Mexican-American Leadership Scholarships

The Mexican-American Leadership Education Committee of San Diego provides a number of awards each year to natural born Mexican-Americans who are permanent residents of San Diego or Imperial County.

San Diego County Citizens' Scholarships

These awards, provided under "Dollars for Scholars," are administered by the San Diego County Citizens' Scholarship Foundation and are available to qualified graduates of San Diego County high schools.

GRANTS

University of San Diego Grants

This program of gift assistance is provided directly by the University of San Diego and is earmarked for low-income disadvantaged students. The awards range from \$100 to \$1000 per year and are available to any student who meets with the specified criteria.

Supplemental Educational Opportunity Grants

Undergraduate students with exceptional financial need who otherwise would be unable to attend the University of San Diego are eligible. These Federal grants range from \$200 to \$1000 per academic year and must be matched by like or equal financial assistance provided by the University. Only students from families designated as low-income are eligible for consideration.

Basic Opportunity Grants

Under this Federal program, eligible students are entitled to receive a grant as determined by the United States Office of Education. The student may obtain the "Request for Determination of Family Contribution" from any postsecondary institution, high school, county agent, or post office.

Once the determination of the amount has been made, the student may submit his request for assistance directly to the University of his choice.

College Opportunity Grants

All California residents are encouraged to apply for the College Opportunity Grant Program which is administered by the California Student Aid Commission in Sacramento.

Grant assistance under this program is primarily for students who plan to initiate their college careers at a public community college. Exceptions are made if the student has a valid and important reason for starting his or her career at the University of San Diego.

Applicants must come from a low-income family, generally of an ethnic minority background and must be able to demonstrate need for financial assistance. Applications are available from any high school in the State of California. Application deadline is in December of each year. Amount of the grant includes tuition and fees plus standard subsistence allowance for living expenses for qualified applicants.

Bureau of Indian Affairs Grants

The United States Government, through the Bureau of Indian Affairs, provides annual scholarship grants to Native-American students to enable them to attend institutions of higher learning. Eligibility is dependent upon certain established criteria. Recipients must be one-quarter or more degree American Indian. Financial need and scholastic ability are also considered.

Interested Indian students should contact the Area or Agency Office having records of their tribal membership. That office will provide the necessary application forms and information. The amount of the award varies and is based on unmet financial need.

LOANS

National Direct Student Loan Program

These loans are provided by the Federal Government and do not exceed \$1000 per academic year for an undergraduate student. Interest at the rate of three per cent begins to accrue nine months after the borrower ceases to be a full-time or half-time student. Repayment may be extended over a period of ten years. Members of the U.S. Armed Forces, Peace Corps, and Vista may have repayment of principal and interest deferred for up to three years. Teachers in low-income areas and teachers who serve the handicapped may cancel 100 per cent of their loan over a five year period.

Guaranteed Student Loan Program

The Guaranteed Student Loan Program is designed to make it possible for students to borrow from private lenders such as banks or credit agencies. These loans are guaranteed by State or private nonprofit agencies or insured by the Federal Government. The Federal Government will pay part of the interest for qualified students.

A maximum of \$2,500 per academic year may be borrowed, and the student may apply for interest benefits by submitting a recommendation from his educational institution to the chosen lender.* Repayment is normally made in equal installments over a period of ten years. Loans may be prepaid at any time without penalty. Applications and eligibility requirements may be obtained from lenders, schools, State or private nonprofit guarantee agencies, and regional offices of the U.S. Office of Education. Out-of-state students should obtain this information from their own home town lender or their State Department of Educational Assistance. The student should allow six to eight weeks for processing.

United Student Aid Fund Loan Program

United Student Aid Funds is a private, nonprofit corporation which endorses low-cost loans made by participating hometown financial institutions to deserving students. This program brings together the student's financial institution and the student's school which provides part of the loan funds.

Generally, the same rules and eligibility requirements apply as those indicated for the Federally Insured Student Loan Program. Applications and information are available from the student's educational institution. Students should allow ample time for application processing and should apply early enough to have the loan in time for the beginning of the semester.

Gulf Oil Corporation Student Loan Fund Program

The Gulf Oil Corporation annually provides the University of San Diego with an amount of money to be used for low-interest loans. This program is designed to make it possible for students, who because of personal, financial or related circumstances are unable to secure adequate help through normal scholarship, work, or loan channels. Repayment of the loan must be made within five years after graduation. Further details and applications are available from the Financial Aid Office.

*Not all banks will lend the maximum \$2500. It is advisable for the student to contact the bank prior to applying.

Paul Howard Loan Fund

This program is made available through the Scott Foundation—Walker Scott Company, in the honor of Paul Howard, past president of the Advertising and Sales Club of San Diego. Loans are offered to upper division students who are majoring in Journalism, Art, Business Administration, or Economics.

Amounts range from \$10 to \$200 and must be repaid following receipt of degree, or cessation of full-time attendance. Loans made under this program are interest free.

Emergency Student Loan Program

Emergency student loans are available from the Office of Financial Aid for full-time students during the Fall and Spring semesters only beginning two weeks after the start of each semester. The following programs are available and no interest is charged:

Disabled American Veterans Emergency Education Loan Fund

D.A.V. Industries, Inc. has provided funds for disabled American veteran students who are in good standing. Any amount up to \$300 may be borrowed over a 90-day period.

La Jolla Rotary Club Loan Fund

The La Jolla Rotary Club has established an emergency loan fund which provides loans of from \$1 to \$50 to be repaid within a thirty day period.

Lions Club Loan Fund

The Welfare Foundation of the Lions Club of San Diego has entrusted \$500 to the University of San Diego for the purpose of making small loans on a revolving basis to needy students. Amounts range from \$10 to \$25 over a thirty day period.

University of San Diego Ladies Auxiliary Loan Fund

The Ladies Auxiliary of the University of San Diego has provided the University with funds to administer emergency loans in amounts of \$1 to \$50 on a thirty day basis.

EMPLOYMENT

College Work-Study Program

This is a Federal program which provides part-time work to low-income needy students. Employment opportunities both on and off the campus are available in areas usually oriented to the student's educational objectives. Employment is limited and is arranged to correspond to the student's class schedule. Fifteen hours per academic week, and forty hours during vacation periods constitute an average work load during the year. Available jobs and further information may be obtained from the Financial Aid Office.

University Work-Opportunity Program

In addition to the Federal College Work-Study Program, the University of San Diego offers a number of job opportunities to needy students who do not otherwise qualify for the Federally subsidized programs. These jobs enable the student to work for direct tuition credit and do not involve cash payment. Further details are available from the Financial Aid Office.

Off-Campus Employment/Placement Program

In conjunction with the Placement, Personnel, and Financial Aid Offices, a Part Time Job Center is operated by the students. The center contains listings of part-time positions within the San Diego area.

Inquiries concerning any of the financial aid programs listed should be directed to:

Director of Financial Aid
University of San Diego
Alcala Park
San Diego, California 92110
Phone (714) 291-6480

VETERANS ASSISTANCE PROGRAMS

In addition to the financial aid programs already listed, American Veterans will want to explore the possibility of benefits provided by the V.A. and the State of California. Eligible veterans may receive up to 36 months of education. Further information and answers to specific questions are available from the nearest V.A. Regional Office or from the Veteran's Coordinator in the Registrar's Office. The services of a Veteran's Club are also available on the campus to help the student veteran with his academic and financial planning.

VOCATIONAL REHABILITATION SERVICES

Students who have a physical, emotional, or other disability which handicaps them vocationally may be eligible for the services of the State Department of Rehabilitation. These services include vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

Appointments may be made with a rehabilitation counselor by contacting the State Department of Rehabilitation at the San Diego District Office, 1350 Front Street, San Diego, California 92101.

MAJORS AND MINORS

MAJORS: The University of San Diego offers undergraduate major programs in:

Accounting
American Studies
Anthropology
Art
Behavioral Science
Biology
Business Administration
Business Economics
Chemistry
Diversified Liberal Arts
Economics
English
European Studies
French

History
Hispanic/Latin American Studies
International Relations
Mathematics
Music
Non-Western Studies
Nursing
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology
Spanish

MINORS: The University of San Diego offers undergraduate minor programs in all the above majors, plus:

Art History	Native American Studies
Computer Science	Special Education
Environmental Studies	Speech Arts
German	Theatre Arts
Library Science	

PRE-PROFESSIONAL PROGRAMS are available in:

Dentistry	Medical and Chemical Technology
Education	Medicine
Engineering	Optometry
Foreign Service	Pharmacy
Law	Public Administration
	Veterinary Medicine

CREDENTIAL PROGRAMS are offered in:

Multiple Subjects	Community College Counselor
Single Subject	Community College Student
Pupil Personnel Services	Community College
Special Education	Personnel Worker

GRADUATE: The University of San Diego offers programs of study leading to the Master's degree in:

Business Administration	English
Education:	French
Counselor Education	History
Curriculum &	International Relations
Instruction	Spanish
Educational Psychology	
Special Education	

FOREIGN STUDY PROGRAMS

Summer Session in Guadalajara

In cooperation with several American universities, and with the Institute of Technology (ITESO) of Guadalajara, the University of San Diego conducts a six-week summer session in Guadalajara, Mexico.

Course offerings include Spanish language at all levels, Mexican and Spanish literature, art, sociology, psychology, anthropology, history, political science, and cross-cultural studies. Instruction is both in English and in Spanish.

Students may earn six units of college credit. Students live with carefully selected Mexican host families. The summer's experience includes planned and supervised tours and excursions. Concerts and special lectures are part of the cultural program. Folk dancing, guitar, and art classes are available as extra-curricular activity.

The cost for the six-week program is \$385.00. This includes registration, tuition, and room and board with a Mexican host family.

Four tuition scholarships are awarded to attend the Summer Session in Guadalajara to worthy Mexican-American students under the auspices of the Summer Session in Guadalajara.

For further information, write to:

USD in Guadalajara
University of San Diego
San Diego, California 92110

Admission to the USD Summer Session in Guadalajara does not imply admission to the University of San Diego.

Exchange Program with the University of Aix-en-Provence

University of San Diego juniors who are majoring in French, or who are interested in the humanities or art, may participate in an exchange program with the University of Aix-en-Provence. Interested students should consult the chairman of the French department and the chairman of their major department if non-French majors.

Oxford Program

Through an arrangement with Lone Mountain College, qualified University of San Diego students may enroll for a year of study in Oxford, England. The program is primarily for English and History majors, but students in other disciplines are eligible. The course of studies is basically tutorial, supplemented with theatre attendance and travel.

Students enroll for 30 to 33 credits distributed over three terms extending from early October through late June. Women are housed in a residence administered by the Religious of the Sacred Heart; men are housed in nearby student hostels. Room and board is \$442.00 for each of the three terms. Tuition is at the regular University of San Diego rate. There is also a \$25.00 General Fee for each term.

DIPLOMA PROGRAM IN RELIGIOUS EDUCATION

The University of San Diego and the Diocese of San Diego offer a diploma program in Religious Education. The program, consisting of eight two-unit courses, carries extension credit through the University of San Diego. It is designed for teachers of Religion in schools and in CCD programs in order to increase professional competencies in the teaching of Religion. Courses are offered in the Fall, Winter, Spring, and Summer at various locations throughout the Diocese. The fee is \$35.00 per semester unit of extension credit (\$70.00 per course). For additional information contact Sister Josephine Breen, R.S.M., Diocesan Office of Educational Ministry, telephone: (714) 291-7881.

DEGREE REQUIREMENTS

The University is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Though professors and students of many faiths are found on the campus, the basic goal of the University is a Christian liberal education which manifests itself in an intelligent, courageous, and creative devotion to God, to country, and to fellow man.

Normally the student is in residence through eight semesters, during which he or she is enrolled in approximately forty-four courses carrying minimum credit of 124 units.

General Education

About forty per cent of the courses needed for the degree are in the area of general education. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge. Ordinarily, most of these general education demands are completed by the end of the fourth semester.

Majors

Next, twenty-five to thirty per cent of the courses a student takes are designed to fulfill the **major concentration requirements**. These the faculties of the various departments have prescribed to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses will be taken earlier. Students exceptionally well qualified may be permitted to fulfill the requirements of a second major concentration.

The requirements for majors have been set by the various departments. Along with a suggested program of study, these requirements are listed on pages 58-181.

Minors

The student may specialize to a lesser extent in another area (the "minor") ordinarily related to that of primary interest. Students electing to major in English or Physics are required to fulfill a minor concentration. For other majors the minor is optional, although most departments urge their students to earn credit in such a concentration. Those intending to pursue graduate studies are advised to familiarize themselves with the requirements of the graduate school of their choice.

Free Electives

Finally, the remaining courses which students take are electives and may or may not be in areas related to the major subject. This liberty is provided so that students may choose courses either to satisfy their intellectual curiosity or, hopefully, to enlighten themselves in areas largely unfamiliar to them.

Faculty Advisor Program

The entering student comes into an environment that is new and often bewildering. The Freshman Preceptorial is designed to provide an academic orientation to university life. Each freshman, upon deciding to enroll in the University of San Diego, selects a preceptorial from a list provided by the Admissions Office. A preceptorial is, first, a three-credit course which fulfills one of the general education requirements. However, the teacher, or preceptor, is also the academic advisor for the student until the declaration of a major. The object is to provide immediate and continuing contact between student and advisor.

New freshmen are encouraged to attend a scheduled pre-enrollment meeting held on campus in May at which time they have an opportunity to meet their preceptors and plan their academic programs. After their

programs have been approved, the students are allowed to reserve places in courses they wish to enter in the fall semester.

Those students who are unable to attend the May pre-enrollment meeting should arrange summer-time consultations with their preceptors whose phone numbers are included with the list of preceptorials.

Students unable to attend the May meeting or to arrange a summer-time consultation will be able to consult with preceptors and arrange their fall programs on a date scheduled in early September.

At the beginning of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation students take part in discussions of college life, and engage in a variety of activities intended to familiarize them with their new home. Preceptors and specialized advisors are available for individual conferences. Opportunity is provided to take placement and interest tests by which the student may gain valuable information concerning his or her educational background and academic potential.

After the declaration of a major, the student is advised by a faculty member in the major discipline.

Sophomores and upperclassmen bear the responsibility of taking the initiative in discussing the details of their academic program with their advisors. It is the hope of the University that qualified students should prepare for graduate or professional work, since the attainment of an advanced degree is becoming increasingly important to success in most careers. Students who do intend to continue their formal education at the graduate or professional level should, if possible, determine the school of their choice at an early date so that they may be fully prepared to meet its requirements. Since most graduate or professional schools offer scholarship awards in a variety of special programs, it is advantageous to the student to know well in advance what steps must be taken to qualify for financial aid. Of paramount importance, of course, is an undergraduate scholastic record of superior quality.

Selecting or Changing the Major

The entering student may declare a major at any time after the beginning of the first semester of attendance by completing a Declaration or Change of Major Form, which is available at the Office of the Registrar.

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment of their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. If possible, students should select their major early in the second semester of their sophomore year so that the departmental advisor can guide them in the selection of appropriate courses.

The University's Educational Development Center is prepared to offer its service to students who face this difficult decision. Through personal interviews and extensive standardized testing, counselors in the Center help students to assess their academic assets, dominant interest patterns and potential for success.

Students contemplating a change of major concentration should also take advantage of the services of the Educational Development Center. When a decision to change has been reached, the student must complete a Declaration or Change of Major Form. Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.

GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelor's degree upon candidates who satisfactorily complete the following:

- 1) 124 semester units of credit, with at least 48 units in upper division courses;
- 2) the general education program;
- 3) a major concentration including at least 24 units of upper division work, and satisfying the requirements of the department in question;
- 4) a minor field, if one is required by the department in which one takes a major; a minor field includes 18 units, at least 6 of which are in upper division courses;
- 5) grade point average of 2.0 (C) in the total of college courses, and in courses at USD, and a grade of C in 24 units of upper division courses in fulfillment of the requirements for the major;
- 6) the residence requirement (the final 30 semester units at the University of San Diego);
- 7) settlement of all financial obligations to the University.

The College of Arts and Sciences includes the following departments:

- 1) Behavioral Sciences, with majors and minors in Psychology, Sociology, Anthropology, and Behavioral Science;
- 2) Biology, with both major and minor;
- 3) English, with both major and minor;
- 4) Fine Arts, with majors and minors in Art and Music, minors only in Speech Arts, Theatre Arts, and Art History;
- 5) Foreign Languages, with majors and minors in French and Spanish, minor only in German, and service courses in Latin;
- 6) History, with both major and minor;
- 7) Philosophy, with both major and minor;
- 8) Political Science, with majors and minors in International Relations and Political Science;
- 9) Religious Studies, with both major and minor;
- 10) Physical Science and Mathematics, with majors and minors in Chemistry, Physics and Mathematics, and minor only in Computer Science.

In addition, the College offers a number of interdisciplinary programs with majors and minors in American, European, Hispanic/

Latin American, and Non-Western Studies, and minors only in Computer Science, Environmental Studies, and Native American Studies. Candidates for degrees offered by the College of Arts and Sciences must complete the requirements in general education as listed on pages 46-49.

The School of Business Administration offers major concentrations in Accounting, Business Administration, Business Economics and Economics.

Candidates for the bachelor's degree must complete the general education requirements described on pages 46-49, except that those seeking the Bachelor of Business Administration degree need not fulfill the requirement in foreign language.

The School of Education offers undergraduate and graduate programs in elementary and secondary education, special education, and counselor education, designed to prepare the teacher to meet the credential requirements in the State of California, and to meet certification requirements in many other states.

The Hahn School of Nursing and Allied Health Science offers a major in nursing. In addition, an undergraduate or post-graduate certification program is offered for Allergy Physicians' Assistants.

REQUIREMENTS IN GENERAL EDUCATION

Each student must complete one of the three plans for general education listed below. Whichever plan is selected, the student must complete all requirements in that plan and may not substitute parts from one of the other plans. The student, in consultation with an advisor, should decide which plan will be undertaken as early as possible so that the student can plan his or her program intelligently.

Plan I

- I. Competency requirements (may be waived in each case if adequate competence in the area is demonstrated. Department Chairmen and the Assistant Dean of the College of Arts and Sciences have information on the means by which existing competencies may be demonstrated.)

- A. Composition (English 21), 3 units
- B. Introduction to Mathematics or Logic (Mathematics 5 or 181, Philosophy 25 or 181), 3 units
- C. Language (second semester competency in a foreign language), 0-8 units

The Foreign Language requirement is binding on all students except those who are candidates for the Bachelor of Business Administration degree.

- II. Core Distribution (A student may select any course for which he or she is eligible.)
 - A. Religious Studies, 9 units
 - B. Philosophy, 6 units (3 units of which must be in a course taught by the Philosophy Department in human values.)

- C. Humanities: 9 units, but no more than three units in any single discipline may be applied to the general education requirement and no more than 6 units in the arts (*i.e.*, art, music, speech, and theatre.)
- | | |
|-------------------------------|----------|
| —art | —music |
| —history | —speech |
| —literature (in any language) | —theatre |
- D. Social Sciences: 6 units, but no more than 3 units in any single discipline may be applied to the general education requirement:
- | | |
|--------------------|-------------|
| —anthropology | —psychology |
| —economics | —sociology |
| —political science | |
- E. Natural Sciences/Mathematics: 9 units, but no more than 3 units in any single discipline may be applied to the general education requirement:
- | | |
|------------|--------------|
| —biology | —mathematics |
| —chemistry | —physics |

Plan II

- I. Competency requirements (may be waived in each case if adequate competence in the area is demonstrated.)
- Composition (English 21), 3 units
 - Introduction to Mathematics or Logic (Mathematics 5 or 181, Philosophy 25 or 181), 3 units
 - Language (second semester competency in a foreign language), 0-8 units
The Foreign Language requirement is binding on all students except those who are candidates for the Bachelor of Business Administration degree.
- II. Core Distribution (A student may select any course for which he or she is eligible.)
- Religious Studies (3 courses), 9 units
 - Philosophy (2 courses, one of which be a course of three units taught by the Philosophy Department in human values), 6 units
 - Literature (in any language, 2 courses), 6 units
 - Arts (art, music, speech, theatre—2 courses), 6 units
 - History (2 courses), 6 units
 - Social Sciences (2 courses), 6 units
 - Natural Sciences/Mathematics: Two courses (6 units) to be selected from the following three areas, but, no more than one course in any of the areas may be applied to the general education requirement.
 - Physical Sciences
 - Life Sciences
 - Mathematics (Mathematics 10 and 12 may not be used to satisfy the general education requirement.)

Plan III

Most students will prefer to select Plan I or Plan II. Plan III is for the student who has a clear perception of his or her academic goals and the ability to design an individualized program with the general guidelines.

- I. English 21 (Composition), 3 units
- II. Religious Studies, 9 units
- III. Philosophy, 9 units (3 units of which must be in a course taught by the Philosophy Department in human values.)
- IV. Contract: 33 units
 - A. The student, in consultation with his or her preceptor, writes a proposal for a contract during the first semester.
 - B. The contract must be a coherent plan, must reflect a balance among the areas of knowledge and must include at least 9 units in each of the three divisions:

Division I Art English French German Music Spanish Latin Speech Theater	Division II Anthropology Economics History Political Science Psychology Sociology	Division III Biology Chemistry Mathematics Physics
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 - C. The contract proposal, as well as any proposed revision, must be approved by a review committee consisting of the student's advisor or preceptor plus one faculty member from each of the other two divisions. Approved contracts and revisions are to be filed in the Office of the Dean of the College of Arts and Sciences.

General Education Requirements for Foreign Students

Foreign students meet the regular general education requirements for a degree, as shown above, with the following possible modifications:

a) Foreign Language Requirement for Foreign Students:

The University of San Diego's foreign language requirement is a competency rather than a unit requirement. Therefore, students whose native language is a cultural language other than English, and whose high school education has been wholly or largely in the native language have in many cases already fulfilled the equivalent of USD's foreign language requirement. Such students may present to the Office of the Dean a request for an official evaluation of their language background, to ascertain whether USD's requirement is already met. In some cases, a verifying examination may be required. In most cases, the official transcripts of prior educational background will suffice for the evaluation.

b) English Requirements for Foreign Students:

Foreign students are required to meet the University of San Diego's English requirement, normally English 21. Students whose TOEFL scores or other indicators evidence the need for additional preparation must enroll first in English 2A-2B (English as a Second Language—6 units and/or English 1 (Basic Composition—2 or 3 units). These units count towards completion of the students' total units for the degree, but not usually towards fulfillment of USD's composition or distribution requirements.

Requirements for Major and Minor Concentrations

Major and minor departments may designate specific courses for majors or minors or both, and may prescribe certain lower division prerequisites.

NAVY CAMPUS FOR ACHIEVEMENT PROGRAM

The University of San Diego has been selected as a Navy Campus For Achievement (NCFA) University to provide quality education for Navy men and women. The NCFA program is designed to meet the special educational needs of highly mobile active duty Navy personnel.

The NCFA student meets the following requirements:

1. 124 semester units of credit, with at least 48 units of upper division courses.
2. A major concentration including at least 24 units of upper division work, and satisfying the requirements of the department in question.
3. A grade point average of 2.0 (C) in the total of college courses, and in courses at USD, and a grade of 2.0 (C) in 24 units of upper division courses in fulfillment of the requirements for the major.
4. The following Liberal Arts distribution:
 - I. **HUMANITIES:** Six courses (18 semester units) chosen from offerings in Art, Communication Arts, Foreign Languages, Literature and Composition, Music, Philosophy, Religious Studies.
 - II. **SOCIAL SCIENCE:** Five courses (15 semester units) chosen from offerings in Anthropology, Economics, History, Law, Political Science, Psychology, Sociology, Urban Studies.
 - III. **SCIENCE-MATHEMATICS:** Three courses (9 semester units) chosen from offerings in Astronomy, Biology, Botany, Chemistry, Ecology, Geology, Life Science, Mathematics, Oceanography, Physical Science, Physics.

(The courses listed in the three above areas are not intended to be all inclusive. Additional courses appropriate to the Humanities, Social Sciences or Science-Mathematics can be added.)

SERVICEMEN'S OPPORTUNITY COLLEGE

In order to provide quality education for men and women in the Armed services other than the United States Navy, the University of San Diego has been designated as a Servicemen's Opportunity College (SOC). This program enables military personnel to complete the baccalaureate degree by fulfilling the same requirements as listed under the NCFA Program.

ACADEMIC REGULATIONS

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the University, accepts them, and pledges that he or she will abide by them.

Registration

Registration takes place when the student completes the forms supplied at the Office of the Registrar and pays the required fees. No credit will be given in courses for which the student is not *officially* registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$10.

Student Load

The normal student load is 15-16 units. To exceed 17 units the authorization of the student's advisor and of the pertinent Dean must be obtained in writing. Ordinarily no enrollment beyond 18 units will be approved unless the applicant has maintained a G.P.A. of 3.00 cumulatively and in the immediate past semester.

Dropping or Adding Courses

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. Unofficial withdrawal from a course results in a mark of F. Students who change their class schedule after registration will pay a fee of \$1.00.

Program changes involving the addition of courses are permitted with the written approval of the student's advisor within the first two weeks of a regular semester.

Dropping a course, without risk of penalty, will be allowed until the dates specified in the academic calendar (about six weeks after the beginning of classes). Withdrawal within that time limit will be recorded as W. A grade of W will not enter into the computation of the G.P.A.

When a student withdraws from a class after the date specified in the academic calendar, the instructor will be asked to report whether the student had been doing passing or failing work at the time of the withdrawal. The student receives a WP (withdrawn passing) or WF (withdrawn failing). A WP grade will not affect the student's G.P.A. A WF grade will have the same effect as a grade of F.

Withdrawal from the University

A student withdrawing from the University while a semester is in progress must file with the Registrar's Office an official Notice of Withdrawal. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in nonpassing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution. Forms containing complete instructions for change in status are available at the Office of the Registrar.

A student whose registration at the University is interrupted for one or more semesters must make application for re-admission, unless a leave has been granted in writing.

Auditing

Auditing a course means attending a class without credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor may auditors register for credit after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses is not permitted.

The fee for all who audit courses is one-half the standard tuition charge. Students wishing to register for credit have priority over those who desire to audit.

Attendance

Regular and prompt attendance at class and at official convocations is deemed essential for the optimum educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the school term, and will state what penalties will be imposed for excessive absences.

Examinations

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the pertinent Dean. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the Dean. A fee of \$5.00 is charged for each make-up examination.

Credit By Examination

Students who wish to fulfill specific college requirements for graduation by examination may petition the Office of the Dean for permission to sit for such examinations. The time, place, and fees for these examinations will be announced each semester.

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the University faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Educational Development Center.

Grade Reports

At the end of each semester grade slips are mailed to the students. On request, a copy of the transcript will be sent to parents who assume financial responsibility for the student.

Reports of the scholastic standing of freshmen are sent to their respective high schools at the end of the scholastic year.

Pass/Fail Option

Students in good academic standing, i.e. with grade point average of 2.00 at the University of San Diego and cumulatively, may elect to enroll

for courses on the Pass/Fail plan, provided that in the same semester they are enrolled in at least nine other units on a regular grading basis. Lower division students must also have completed successfully at least twelve units at this University. All students who wish to exercise the Pass/Fail option must have prior authorization from their advisor to do so.

The following regulations apply:

- a) only one course per semester may be taken on the Pass/Fail plan;
- b) major (and major prerequisites) are excluded;
- c) courses required for the state credential are excluded;
- d) certain advanced or highly specialized courses may be excluded by departments acting in concert;
- e) research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by faculty election, be included;
- f) all courses designated as "activity" courses may be Pass/Fail (at election of faculty, not students);
- g) courses offered exclusively on a Pass/Fail basis for all students do not use up the semester's option;
- h) no change after drop-add period at the beginning of the semester from Pass/Fail to grade or vice versa;
- i) the course, quiz, paper, examination, and attendance requirements for Pass/Fail students will be the same as for traditional grading students;
- j) "Pass" requires C— grade or better;
- k) "Pass" does not affect grade point average; "Fail" does affect grade point average;
- l) courses taken on a Pass/Fail basis may not be repeated for traditional grading;
- m) courses in which D or F is received may not be repeated on Pass/Fail basis;
- n) a Pass grade may not subsequently be converted to a letter grade;
- o) a maximum of thirty Pass/Fail units are applicable to the fulfillment of degree requirements;
- p) a student wishing to major in a field in which he previously earned Pass/Fail credit may, with departmental permission, select another course to fulfill the requirement;
- q) for first honors or second honors consideration, twelve semester units must be earned in which traditional grades are issued.

Grading System

At the end of each semester a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; CR, credit awarded, but units do not enter into computation of grade point average; WF, withdrawal failure; WP, withdrawal passing; Inc., incomplete.

Grade points are assigned to the above grades as follows: A—4 points per unit; B—3 points per unit; C—2 points per unit; D—1 point per

unit; F—0 points per unit. The plus or minus raises or lowers the class grade point by one point in 3- and 4-unit classes, by two points in 5-unit classes. (A plus will not affect the grade points for A Grades.)

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but for a legitimate reason, a small fraction of the work remains to be completed; and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work, in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete, prior to the posting of final grades. As long as a grade of Inc. (Incomplete) remains on the student's record its effect on the Grade Point Average is the same as if the grade were an F.

A student who receives a grade of Inc. (Incomplete) must complete all the missing work by the end of the next regular semester; otherwise, the Inc. grade remains on the record permanently.

Only courses for which grades D, F, or Not Passed were received may be repeated for credit—and not more than once, unless authorized in writing by the Office of the Dean. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade-point average of an undergraduate who repeats courses in which a D or F was received, only the most recently earned grades and grade points shall be used for the first 10 units repeated. In the case of further repetitions, the grade-point average shall be based on all grades assigned and total units attempted.

The Grade Point Average (G.P.A.) is computed by dividing the total grade points by the total units attempted.

Scholastic Probation and Disqualification

A student who fails to maintain at least a C average (G.P.A. 2.00) for all college work attempted or for all course work attempted at this institution will be placed on probation. The probationary status of a student can be ended only at the close of a regular semester when he or she has attained a C average on all college work attempted and for all course work attempted at this institution. Incomplete grades count as units attempted, with no grade points, for purposes of computing the semester and the cumulative G.P.A.

If the student placed on probation does not maintain at least a 2.0 G.P.A. for the semester after being placed on probation (the first probationary semester), the student will be disqualified. Probationary status may be continued for an additional semester if the student maintains a 2.0 G.P.A. for the semester after being placed on probation; a cumulative grade point average of 2.0 must then be achieved by the end of the second probationary semester.

A student whose semester average falls below C (2.00) but whose cumulative scholarship average is 2.00 or higher will be placed on scholastic probation; if the grade point average falls below 2.00 in two successive semesters the student will be scholastically disqualified.

Appeals should be submitted to the Dean, **in writing**, within five days after the student has received notice of disqualification, and should set forth the reasons which would justify an extension of the probationary period.

Honors

At the end of each semester, the Office of the Dean publishes the names of full-time (12 units or more) honor students. Those with a Grade Point Average of 3.65 or higher receive First Honors; those with 3.25 to 3.64 receive Second Honors. All honor students receive a personal commendation from the Dean.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon Grade Point Average, covering all collegiate work attempted: a) for the *Summa Cum Laude*, 3.85 or higher; b) for the *Magna Cum Laude*, 3.65 to 3.84; and for the *Cum Laude*, 3.46 to 3.64.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic College Women. No more than ten per cent of the senior women may be awarded this honor.

Honors Convocation

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to the senior, junior, sophomore, and freshman students who have maintained the highest scholastic average. Class Honors are awarded to those men and women who rank in the upper ten per cent of their class.

Other awards are the Kappa Gamma Pi medal given to a sophomore woman outstanding for leadership and scholarship; departmental honors in their major field awarded to seniors who have maintained a grade point average of 3.5 in their major; the Charles E. Franklin Award to an outstanding senior man; the Alcalá Award to an outstanding senior woman; and the Associate in Arts certificates. Special awards are Who's Who Among Students in American Universities and Colleges; the John Francis McGeever Memorial Fund awards; the Priscilla Turner St. Denis Award to the senior woman with the highest academic achievement in history or political science; and scholarship presentations from the San Diego Chapters of the National Association of Accountants and the California Society of Certified Public Accountants, Women's Auxiliary. Graduate fellowships merited by seniors and summer research grants to undergraduates are announced.

Graduation Petition

By the date indicated in the current academic calendar, seniors who wish to graduate in January, May, or August must file in the Registrar's Office a petition for graduation. This petition must be accompanied by the graduation fee.

Unit and Grade Point Requirements

To qualify for a degree, the student must earn a minimum of 124 college units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester. A general average of C (G.P.A. 2.00) is required

in the total of collegiate work attempted, and in all work attempted at the University of San Diego.

Of the 124 units required for graduation, 48 must be in upper division courses, i.e., those numbered 100 or higher. In order to enroll in courses which carry upper division credit the student is normally required to have reached second semester sophomore or junior class standing. Where, in the judgment of the department chairman, the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper division courses for upper division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases the approval of the department chairman must be filed, in writing, in the Office of the Dean.

Class Standing

Students reach sophomore standing after satisfactory completion of thirty units. Junior class and upper division standing are reached upon completion of sixty units. For senior class standing, ninety units must be completed.

Residence Requirement

To satisfy requirements for a degree, students must earn a minimum of the final thirty semester hours of credit at the University.

Transfer of Credit

Academic courses from other accredited institutions are normally transferable, if the grades are C or better.

Students of the University who wish to take courses in summer sessions at other institutions should obtain advance approval of the Dean if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego.

Transcripts

Any student may request one official transcript of his college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the Registrar.

COURSE OFFERINGS

Designation of Courses and Credits

Courses offered by the University are listed in the pages which follow, in alphabetical order by discipline within each school or college.

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199; graduate courses are numbered 200 to 299; professional courses are numbered in the 300's.

Courses offered yearly are so indicated, with semester designated after course description. Courses offered in alternate years generally have the semester when offered indicated after the course description. Graduate courses are offered upon sufficient demand.

The numbers in parentheses after the title of the course indicate the number of semester hours of credit.

The University of San Diego reserves the right to expand, delete, or otherwise modify its degree programs, courses of study, or individual course content as described within this bulletin.



COLLEGE OF ARTS AND SCIENCES

Donald B. Peterson, Ph.D.
Acting Dean

Robert Corbeil, Ph.D., Chairman
Department of Biology

Lee F. Gerlach, Ph.D., Chairman
Department of English

Henry Kolar, D.M.A., Chairman
Department of Fine Arts

Ernest N. Morin, Ph.D., Chairman
Department of Political Science

Sister Agnes K. Murphy, Ph.D., Chairman
Department of History

Donald B. Peterson, Ph.D., Chairman
Department of Physical Science and Mathematics

Reverend Norbert J. Rigali, Ph.D., Chairman
Department of Religious Studies

Sister Alicia Sarre, Ph.D., Chairman
Department of Foreign Languages

John J. Donnelly, Ph.D., Chairman
Department of Philosophy

Mary Jane Warren, Ph.D., Chairman
Department of Behavioral Sciences

The College of Arts and Sciences is a liberal arts college that is both historically and educationally the central core of the University of San Diego. It seeks to further the goals of the University by stimulating its students to search for human meanings and values in an academically sound manner, that is, by constantly questioning, analyzing, testing, and justifying their basic assumptions or postulates. This search, basic to man's desire for identity not only in today's society but in that of the future, is not limited to the classroom but is conducted as a constant interaction between students, faculty, and administrators.

To help in the search for human meanings and values, the College provides offerings in Philosophy, Religious Studies, the Humanities, the Social Sciences and the Natural Sciences for all undergraduate students at the University.

The significance of the traditional disciplines is affirmed by major programs in the social and behavioral sciences (anthropology, behavioral science, history, international relations, political science, psychology, sociology), the humanities and fine arts (art, English, music), the integrating sciences (religious studies and philosophy), the languages (French and Spanish), and the physical sciences (biology, chemistry, physics, and mathematics). In addition, the College has developed interdisciplinary programs to assist students in studying current major problems through the contributions and research of several pertinent traditional disciplines. Interdisciplinary study programs with team-taught courses will constitute a major thrust of the University in the future.

AMERICAN STUDIES

Dennis M. Clausen, Ph.D.,
Coordinator

Recommended preparation for the Major:

History 11-12 and completion of General Education requirements.

The Major:

36 hours of which 24 must be upper division, distributed as follows:

- 15 hours, one area of disciplines
- 9 hours, second area of disciplines
- 9 hours, area electives
- 3 hours, senior colloquium

American Studies majors must also complete a minor consisting of 18 units in a single discipline or another Geocultural Area.

The Minor:

18 units in American Studies.

Courses Available for the Major or Minor:

Humanities:

- English 25, American Literature (3)
- English 152, American Poetry to 1914 (3)
- English 155, American Prose (3)

Business and Economics:

- Economics 106, Economic History of the U.S. (3)
- Economics 135, Economics and Welfare (3)
- Economics 145, Urban Economics (3)
- Business 142, Business and Society (3)

Education:

- Education 130, Social Foundations of American Education (3)

Philosophy:

- Philosophy 172, Pragmatism (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under American Studies, provided that they conform to the area distribution outlined for the Major.

ANTHROPOLOGY

Angelo R. Orona, Ph.D.
Franklin A. Young, Ph.D.

The primary objectives of the program in Anthropology are to call attention to the concept of culture and the part it plays in the analysis of human behavior, and to add a transcultural perspective to the body of scientific inquiry.

Anthropology is an inclusive, generalizing science and as such it has application for all fields of knowledge. Courses in Anthropology are particularly suitable for persons interested in social work, public health, teaching, educational administration, and public service.

The major program in Anthropology will (1) prepare the interested undergraduate for future graduate studies in Anthropology, and (2) provide a general background for all humanistically oriented vocations.

Preparation for the Major: Anthropology 10, 20 and 30

The Major: 24 units of upper division coursework including:

- (a) 3 units of physical anthropology
- (b) 3 units of prehistory
- (c) 3 units of linguistic anthropology
- (d) 3 units of ethnology
- (e) 3 units of advanced cultural anthropology
- (f) 9 units of upper division electives.

Recommended supplementary coursework:

1. Psychology 1 "Introductory Psychology"
2. Sociology 1 "Introductory Sociology"
3. Sociology 60 "Statistical Methods"
4. Philosophy 156 "Philosophy of Science"
5. Studies leading to a high level of proficiency in at least one foreign language.

The Minor: 18 total units of Anthropology

(a) 9 units of lower division coursework: Anth. 10, 20, 30.

(b) 9 units of upper division coursework: Anth. 120 is recommended.

Anthropology courses may be used to satisfy General Education requirements in the Social Science areas.

1—Introduction to Anthropology (3)

A general survey of anthropology emphasizing basic concepts in its sub-fields of cultural anthropology, archeological anthropology, physical anthropology, and linguistic anthropology; development and nature of culture. (Every Semester.)

10—Physical Anthropology (3)

An introduction to the problems and theories included in human genetics, population variation, race, fossil man, paleolithic technologies, primate morphology and behavior, and hominid taxonomies. (Every Fall.)

20—Cultural Anthropology (3)

An introduction to the character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples; techniques of field work; current problems and applications. (Every Spring.)

30—Archeological Anthropology (3)

An introduction to archeological problems, site survey and laboratory analysis; methods and theories; development of archeological research in both Old and New World areas. (Every Fall.)

Physical Anthropology

100—Fossil Man (3)

An extensive survey of the variety and location of fossil materials ranging from Miocene apes to Upper Paleolithic Homo sapiens. Topical considerations will include taxonomic systems, dating techniques, theories of evolutionary development, and hominid morphology. Prerequisite: Anthropology 10 or permission of instructor. (Spring, 1978.)

102—Primate Behavior (3)

Survey of field and laboratory studies of non-human primate behavior, emphasizing social organization, communication, learning, and problem solving abilities of different species of monkeys and apes. Considers how the study of non-human primates can provide insight into the behavior of man. Prerequisites: Anth. 10 or instructor's consent. (Spring, 1977.)

Ethnology

120—Ethnology (3)

A survey of the native populations of the world according to culture area concept and comparative analysis; level of socio-cultural complexities; methods and theories. Prerequisites: Anth. 20 or instructor's consent. (Fall, 1976.)

122—Peoples of South America (3)

A survey of the aboriginal populations of South America; origins and culture types; development of civilization as revealed by archeology and colonial writings. Prerequisites: Anth. 20 or instructor's consent. (Fall, 1977.)

128—Peoples of the Pacific (3)

A survey of the indigenous societies found in the insular regions of the central and southern Pacific Ocean, and traditional societies of the Australian mainland and the island of Tasmania. Prerequisites: Anth. 20 is recommended. (Spring, 1977.)

Archeological Anthropology

108—Historic Sites and Methods (3)

Archeological investigation of post-contact sites; techniques of laboratory analysis and historical research. Work conducted at Mission San Diego de Alcala. Prerequisites: Consent of instructor. (Every Semester.)

130—Old World Prehistory (3)

A survey of the development of human societies from the Upper Paleolithic period through early expressions of major civilizations found in China, the Indus Valley, Mesopotamia, Egypt, and the circum-Mediterranean areas. Emphases will be placed upon the "Neolithic revolution" and the development of urban societies. Prerequisites: Anth. 30 is recommended. (Fall, 1977.)

132—New World Prehistory (3)

A survey of the range of societies present in pre-Columbian North and South America. Topics to be included are theories of settlement of the New World, the problems of diffusion and parallel invention, and the spectacular rise of major civilizations in Central and South America. Prerequisites: Anth. 30 is recommended. (Spring, 1977.)

134—Museum Science (3)

An introduction to various materials and techniques used in the preparation and display of cultural items for a museum setting. Instruction will largely be devoted to practical experiences featuring the construction of student-designed display projects. Prerequisites: Anth. 30 is recommended. (Intersessions.)

Advanced Cultural Anthropology & Linguistics

140—Kinship and Social Organization (3)

Kinship systems mainly of non-western societies; organization of social life; marriage regulations and kinship role patterns; methods of kinship analysis. Prerequisites: Anth. 20 is recommended. (Spring, 1977.)

150—Studies in Linguistic Anthropology (3)

Deals with a variety of topics in the linguistic field including psycholinguistics, historical-comparative linguistics, sociolinguistics,

descriptive linguistics, and non-verbal communications. The course will give special emphasis to different topics from semester to semester. Prerequisites: Anth. 20 is recommended. (Fall, 1976.)

160—Primitive Religion (3)

An examination of the elements, forms, and symbolism of religion among primitive peoples; role of religion in society; anthropological theories of belief systems. Prerequisites: Anth. 20 is recommended. (Every Spring.)

172—Comparative Society (3)

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; strategies of ethnographic fieldwork, concept formation, and research design. Prerequisites: Anth. 20 is recommended. (Spring, 1978.)

176—Culture Change (3)

A study of the processes effecting change; impact of modern civilization upon native cultures; problems of diffusion and innovation. Prerequisites: Anth. 20 is recommended. (Spring, 1978.)

180—Culture and Personality (3)

The relationship of culture, socialization and individual personality in cross-cultural perspective; the study of national character; theoretical and methodological problems in personality research in the field of psychological anthropology. Prerequisites: Anth. 20 is recommended. (Fall, 1978.)

Advanced General Anthropology

190—History of Anthropological Thought (3)

A systematic survey of the development of anthropology as a scientific field of inquiry and explanation. Prerequisites: Consent of Instructor. (Fall, 1977.)

196—Problems in Anthropology (3)

Critical discussions with regard to major theoretical issues confronting the various sub-disciplines of anthropology. Prerequisites: Consent of the Instructor. May be repeated for credit once.

199—Independent Studies (1-3)

Individual study of a selected topic in anthropology. Prerequisites: Consent of Instructor.

ART

Therese Truitt Whitcomb, M.A.,
Coordinator

DeLoss H. McGraw, M.F.A.

Myrna Nobile, M.A.

Florence Spuehler, M.A.E.

Preparation for the Major: Art 2, 6, and 33A-33B.

The Major: The minimum of twenty-seven units of upper division work must include: 9 units of course work concerned with two-dimensional

expression, 9 units of course work concerned with three-dimensional expression, and 9 units of art history.

The Minor: 1) A minor in art history requires twelve upper division units with a prerequisite of Art 33A-33B and Art 6, and six units selected from the following: 112, 130, 133, 134, 135, 137, 139, or 199. 2) A minor in studio art requires Art 2, 6, 33A-33B, and 12 upper division studio units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3) Art 6 (3) G. E. or Elective (9-10)	Art 2 (3) G. E. or Elective (12-13)	Art 33A (3) G. E. or Elective (12)	Art 33B (3) Art elective (3) G. E. or Elective (9)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Art elective (3) Art elective (3) Art elective (3) G. E. or Elective (6-7)	Art elective (3) Art elective (3) Minor and/or Elective (9-10)	Art elective (3) Art elective (3) Minor and/or Elective (6)	Art elective (6) Minor and/or Elective (9)

2—Drawing (3)

Problems executed in the studio and field which use diverse drawing media and techniques in order to stress creative expression and the appreciation of design. Required for Art majors. (Every semester.) No prerequisite.

6—Design (3)

The fundamentals of two- and three-dimensional design which stress the dynamics of line, value, color, shape, texture, and arrangement. Required for Art majors. (Every semester.) No prerequisite.

33A-33B—Art History (3-3)

A critical, chronological survey of the two- and three-dimensional expressions of dominant cultures from the prehistoric era to the present. Required for Art majors. (Every year.) No prerequisite.

74—Beginning Ceramics (2)

Problems using slab, coil, and carved sculpture techniques for design and construction of hand-built ceramic forms. Emphasis on design through surface enriching of natural clay. No prerequisite. (1976-77.)

102A-102B—Advanced Drawing (3-3)

Prerequisite: Art 2. (Offered when sufficient demand. This course may be repeated for credit.)

106A-106B—Advanced Design (3-3)

Prerequisite: Art 6. (Offered when sufficient demand. This course may be repeated for credit.)

112—Seminar (3)

Discussion and projects carried out in a small group using directed research techniques. Content is variable and related to local opportunities and current interest. (Offered when sufficient demand. This course may be repeated for credit.)

120—Lighting (3)

The aesthetics and practicalities of stage lighting.

128A-128B—Painting (3-3)

A multi-media studio course which offers water color, gouache, casein, acrylic, and oil as mediums for creative expression. Prerequisite: 2, 6. (Every year. May be repeated for credit.)

133—History of Modern Art (3)

The historical, social, and design dynamics of art movements from the Neo-Classic period to World War I explored through lectures, directed research, and gallery tours. Prerequisite: Art 33A-33B. (Fall, 1976.)

134—History of Contemporary Art (3)

A critical survey of painting, sculpture, and architecture from World War I to the present. Prerequisite: Art 133. (Spring, 1977.)

135—History of Oriental Art (3)

A critical and historic survey of Chinese, Japanese, Indian, and Korean art. (Spring, 1976.)

137—American Art (3)

The development of fine and applied art forms in the United States from the Colonial migration to the present era. (Fall, 1975.)

138—Art of the American Indian (3)

An analysis of the art forms of the American Indian from pre-historic times through the contemporary era.

140—Scenic Design (3)

The design interpretation of theatrical values expressed in history, criticism and applied projects.

141—Exhibition Design (3)

A practice course in the design, execution, and managing of professional galleries and museum exhibition areas. Students will deal with all aspects of presentation in Founders' Gallery and local exhibition opportunities. (Fall, 1975. May be repeated for credit.)

144A-144B—Figure Drawing and Painting (3-3)

A studio course in the creative depiction of the human figure from the live model using both drawing and painting. Emphasis on the design of motion, shapes, and patterns in the human figure. Prerequisite: Art 2, 6. (May be repeated for credit.)

150—Art Fundamentals (3)

A view of the dynamics of art and their involvement through history with a special regard for the nature of creativity and its relationship to man and society. (Fall, 1975.)

160—Photography (3)

A beginning course in the fundamentals of photographic techniques which stresses design principles and the photograph as an expressive esthetic medium. Prerequisite: Art 6. (Fall, 1976. May be repeated for credit.)

170—Costume (3)

The historical and aesthetic aspects of design as applied to costume. Prerequisite: 33A-33B, 6.

171A-171B—Weaving (3)

Harness, Tapestry and Off-Loom weaving with variations upon the differences between techniques and the variations of design potential. Prerequisite: Art 6. (Every year. May be repeated for credit.)

174A-174B—Ceramics (3)

Advanced projects involving slab, coil, and carving techniques. Prerequisite: Art 6 or 74. (Every year. May be repeated for credit.)

179—Design in Enamels (3)

The design and production of vitreous enamels, approached from the creative viewpoint and using the technique, materials, and tools appropriate for this medium of expression. (Fall, 1975. May be repeated for credit.)

180A-180B—Print-Making (3-3)

A studio course of experimentation with serigraphy, woodblock, and intaglio as well as the exploration of traditional techniques. Prerequisite: Art 2. (Every year. May be repeated for credit.)

190A-190B—Sculpture (3-3)

Multi-media studio projects and criticism of three dimensional design in the Fine and Applied Arts. Prerequisite: Art 33A-33B. (Every year. May be repeated for credit.)

199—Advanced Art Problems (1-3)

Advanced, directed projects in student's senior year in both studio and research fields in accordance with the needs of individual, qualified students. Prerequisite as deemed necessary for project involved. Maximum of 6 units. Permission of instructor required. (Every semester.)

BEHAVIORAL SCIENCE

Mary Jane Warren, Ph.D., Chairman
Doris E. Durrell, Ph.D.
Patricia N. Feulner, Ph.D.
B. Michael Haney, Ph.D.
Eugene M. Labovitz, Ph.D.
Daniel D. Moriarty, Ph.D.
Angelo R. Orona, Ph.D.
Gerald Sperrazzo, Ph.D.
A. John Valois, Ph.D.
Franklin A. Young, Ph.D.

The Behavioral Science Major is offered to allow students a broader exposure in the behavioral sciences than would otherwise be likely. The disciplines of Anthropology, Psychology and Sociology overlap in many ways and a student in this major has an opportunity to study the inter-relationships of the fields. Four emphases are possible in the major. The specific program is worked out by each student in consultation with his advisor.

The program gives students a liberal arts background and can be used as preparation for careers such as community relations officer, recreation worker, urban planner, personnel administrator, educator and technical writer.

Preparation for the Major:

Anthropology 1, Psychology 1 & 2 and Sociology 1.

The Major: 24 units of upper division work grouped as in one of the following focuses:

A. General focus:

12 units of Anthropology including:

3 units of Physical Anthropology

3 units of Archeological Anthropology

3 units of Ethnology

3 units of Advanced Ethnology or Linguistics

12 units of Psychology—one course each from four of the five areas listed below:

Theories, *i.e.*, 107, 131, 163

Developmental, *i.e.*, 109, 111, 112

Social, *i.e.*, 145, 146, 147, 149

Experimental, *i.e.*, 108, 161, 162, 164, 166

Counseling, *i.e.*, 119, 152, 167, 168.

12 units of Sociology—one course each from four of the five areas listed below:

Theories, *i.e.*, 122, 123

Methodology, *i.e.*, 124

Social Organization, *i.e.*, 150, 157, 161, 163, 181

Social Problems, *i.e.*, 118, 147, 148, 168, 185

Ethnic Studies, *i.e.*, 131, 132, 133, 137.

B. Anthropology focus:

18 units of Anthropology including requirements listed above under the general focus and 6 additional upper division units in Anthropology.

9 units of Psychology—one course each from three of five areas listed under the general focus.

9 units of Sociology—one course each from three of the five areas listed above under the general focus.

C. Psychology focus:

18 units of Psychology—one course from each of the five areas listed above and one additional upper division course in Psychology.

9 units of Anthropology including: 3 units of Ethnology, *i.e.*, 120, 122, 128

3 units of advanced Cultural Anthropology or Linguistics, *i.e.*, 140, 150, 160, 172, 176, 180.

3 units of Physical Anthropology or Archeological Anthropology, *i.e.*, 100, 102, 108, 130, 132, 134.

9 units of Sociology—one course each from three of the five areas listed above under the general focus.

D. Sociology focus:

18 units of Sociology—one course from each of the five areas listed above under the general focus and one additional upper division course in Sociology.

9 units of Anthropology (same requirements as those listed under Psychology focus)

9 units of Psychology (same requirements as those listed under Anthropology focus).

BIOLOGY

Robert R. Corbeil, Ph.D.,
Chairman

Carol A. Baker, Ph.D.

John S. Bradshaw, Ph.D.

Ross E. Dingman, Ph.D.

Bernice Farrens, Ph.D.

Dessie K. Severson, Ph.D.

Curt W. Spanis, Ph.D.

The area of Biology provides training in several categories in the life sciences. A program of general courses allows the student to prepare for future graduate studies in disciplines such as Environmental Biology, Molecular Biology, Cellular Biology, Biological Oceanography, and teaching in the biological sciences.

A second program is offered for students preparing for careers in Medicine, Dentistry, Pharmacy, Optometry, Veterinary Medicine, Physio-Therapy and Nursing. Students choosing this program are not restricted to the above professional careers and may also enter graduate studies in the life sciences.

The following subjects are suggested to be included in high school programs for those students planning to enter any of the life sciences: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry and physics. Three years of a modern language are recommended.

Students planning to specialize within the areas of the life sciences are strongly urged to consult with the area advisor in order to select the program most suitable to their needs and to arrange their courses of study.

Preparation for pharmacy, optometry, physio-therapy, dental and veterinary schools requires a minimum of 3 years, and medical schools 3-4 years. Nursing requires a minimum of 2 years. Requirements vary with the professional school. For specific information, students should consult with the departmental advisor or write directly to the professional school.

The department offers an introductory sequence in basic life science concepts for non-science majors.

Preparation for the Major: Biology 20-21, Chemistry 10A-B and 11A-B or 5A-B and 6A-B, Physics 42-43, introductory college mathematics (including Calculus), and a minimum of 3 units of organic chemistry.

The Major: A total of 28 units of biology in addition to Biology 20-21, including 24 units of upper division work which should include Biology 137, 140, 144, and 145. Electives may be chosen from any of the courses for which the prerequisites have been satisfied. Choice of electives depends upon the student's interest in pre-medical, paramedical and graduate work.

The Minor: Minimum requirements for the minor are Biology 20-21, 144, 148 and electives of two or more units of upper division biology, for a total of at least 18 units. Liberal Arts majors who wish to minor in biology must take either Chemistry 10A-B and 11A-B or 5A-B and 6A-B or Science 11 and 12.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Biology 20 or	Chemistry (4)	Chemistry (4)
Biology 20 or	21 (4)	Biology (4)	Physics 43 (4)
21 (4)	Math. (3)	Physics 42 (4)	Biology (4)
Elective or	G. E. or	G. E. or	G. E. or
Math (3-4)	Elective (9)	Elective (3-5)	Elective (3-5)
G. E. or			
Elective (4-5)			

Program A — General Biology Major

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Biology 137 (4)	Biology 144 (4)	Biology 115 (4)	Biol. elective (4)
Biology 140 (4)	Chem. 100B (4)	Biology 145 (4)	G. E. or
Chem. 100A (4)	or Elective (3-4)	G. E. or	Elective (11-12)
or Chem. 101 (3)	G. E. or	Elective (7-8)	
G. E. or	Elective (4-5)		
Elective (0-3)			

**Program B: Pre-medical, Pre-dental, Pre-veterinarian, Pre-pharmacy,
Pre-optometry Preparation**

<u>Freshman Year</u> (Same as Program A but Math 50 is recommended)		<u>Sophomore Year</u> (Same as Program A)	
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Biology 137 (4)	Biology 144 (4)	Biology 115 (4)	Biol. elective (4)
Biology 140 (4)	Chem. 100B (4)	Biology 145 (4)	G. E. or
Chem. 100A (4)	G. E. or	Chemistry (2)	Elective (11-12)
G. E. or	Elective (6-7)	G. E. or	
Elective (3-4)		Elective (5-6)	

Biology 1, 2, 3, or 4 satisfy the general education requirement for biology. There are no prerequisites. These courses do not satisfy requirements for the biology major.

1—General Survey of Biology (3)

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. (Two one-hour lectures and one three-hour laboratory weekly.) This course is equivalent to Science 13. (Every Semester.)

2—Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and man's modification of the environment. Lecture, laboratory and field. (Two one-hour lectures and one three-hour laboratory weekly.) This course is equivalent to Environmental Studies 2—Biological environment. (Fall.)

3—Human Sexuality, Reproduction, and Heredity (3)

A biological view of sexuality, reproduction and heredity dealing with the anatomy, physiology and behavior of humans during sexual and reproductive activities as well as the mechanisms and problems of inheritance. Lecture and discussion. (Three one-hour sessions weekly.) (Fall.)

4—Life and Health—Topics in Human Biology (3)

A study of the physiological basis of physical fitness and the parameters which alter this physiology: *i.e.*, drugs; cancer; cardiovascular, systemic and infectious diseases; mental illness and obesity. Field trips, films, and guest speakers provide student contact with professionals and agencies which deal with allied medical problems. (Two one-hour lectures and one three-hour laboratory weekly.) This course is equivalent to Science 14. (Spring.)

20—General Principles of Biology (4)

A study of the general principles of biology—cell theory, bio-

energetics, genetics, evolution, and ecology. (Six hours per week of integrated lecture and laboratory.) No prerequisite. This course was formerly Bio. 3 for majors in biology. (Every Semester.)

21—Biology of Organisms (4)

A systematic study of the major groups of plants and animals—their structure, function, and interrelationships. (Six hours per week—three hours of lecture and three hours of laboratory.) No prerequisite. This course was formerly Bio. 4 for majors in biology. (Every Semester.)

70—Introductory Physiology (4)

The physiology of muscular contraction, nervous integration, sensation, circulation, respiration, excretion, and digestion. Three lectures and one laboratory weekly. This course is designed primarily for pre-nursing and paramedical students.

105—Vertebrate Zoology (4)

A course in the biology of the vertebrates. Although vertebrate structure, function, and development are studied, emphasis is upon the behavior, evolution, and interactions of the organism as a whole or at the population level. Techniques of study and identification are covered in the laboratory. Three lectures and one laboratory period weekly, plus field trips. Prerequisite: Biology 20, 21, or consent of instructor. (Spring, even numbered years.)

111—General Parasitology (4)

A study of parasitism and its role in elucidating basic biological problems of host-parasite relationships. Parasitism will be reviewed with reference to man, domestic animals, medical entomology and as a means of entomological control. The importance of host-parasite systems as models for the study of stress mechanisms, immune response, and evolutionary relationships is the central theme both of the lecture and laboratory experiments. Three lectures and one three-hour laboratory. (Spring, even numbered years.)

115—Biometrics (4)

A methodology course which includes elementary probability, sampling techniques, unbiased and ratio estimation, sampling distributions, central limit theory, efficiency, an introduction to classical inference and non-parametric (permutation) testing techniques. Three lectures and one laboratory weekly. Prerequisite: advanced standing or Math 14. (Fall.)

121—Plant Growth and Development (4)

This course will study environmental factors affecting plant growth and development; *i.e.*, light, temperature, water, soil, biotic, atmospheric, and fire factors, and plant growth regulators (hormones). The course will be ecologically oriented. Students will set up lab experiments to determine how environmental factors affect the growth and development of certain native plants and compare these effects to those seen in field experiments. Three one-hour lectures and one three-hour lab per week. Prerequisite: Biology 20, 21, or consent of instructor. (Fall, odd numbered years.)

122—Field Botany (4)

This course will be a survey of photosynthetic plants. The lecture will emphasize the morphology and evolutionary relationships of algae, bryophytes, and vascular plants. The lab will be a study of the algae, bryophytes, and vascular plants of the San Diego area via observation of their native habitat and study of their special environmental adaptations, collection, and identification. Local fungi related to human allergy will be included. Three one-hour lectures and one three-hour lab per week. Prerequisite: Biology 20, 21, or consent of instructor. (Spring, odd numbered years.)

135—Evolution (3)

A study into the current concepts of evolution. The nature of the species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three lectures per week. Prerequisites: Biology 20, 21, or consent of the instructor. (Fall, even numbered years.)

137—Comparative Animal Physiology (4)

A study of the function systems of man and animals and their adaptive and evolutionary significance. The first half of the course deals with adaptational and environmental physiology; the second half with sensory, effector and integrative (neural and endocrine) physiology. Prerequisite: Biology 20, 21, Chemistry 10A-B. (Fall.)

139—Vertebrate Histology (4)

An intensive study of the four basic tissues. During the second half of the course, particular emphasis is placed on mammalian organology. Two lectures and two laboratory periods weekly. Prerequisite: Biology 20, 21. (Spring.)

140—Comparative Vertebrate Embryology (4)

An investigation into the fundamental principles of gametogenesis and morphogenesis. Dental embryology is studied. The laboratory animals are frog, chick, and pig. Two lectures and two laboratory periods weekly. Prerequisite: Biology 20, 21. (Fall.)

141—Comparative Vertebrate Anatomy (4)

A comparative study of the various classes of vertebrates with an examination of evolutionary relationships. The laboratory animals are lamprey, shark, amphibian, and cat. Two lectures and two laboratory periods weekly. Prerequisite: Biology 20, 21. (Fall.)

142—Microbiology (4)

An introduction to bacteria, viruses, yeasts, molds, protozoa and micro-algae. The role of microbes causative of the disease of man is emphasized. Principles of immunology, chemotherapy, industrial and agricultural and marine microbiology are presented. The laboratory stresses procedures in culturing and handling bacteria both in the laboratory and in the field. Two lectures and two laboratory periods weekly. Prerequisite: Biology 20, 21. Chemistry 10A and 10B is recommended. (Fall.)

144—Genetics (4)

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three lectures and one laboratory weekly. Prerequisite: Biology 20, 21 and one year of general chemistry. (Fall.)

145—Cellular Physiology (4)

A study of the physical, chemical, and physiological nature of living cells, the response of cells to their environment, the nature of protoplasmic organization as the key to cellular activity, the dynamic state of the cell membrane, and the metabolism and energy transformations within the cell. Prerequisite: Biology 20, 21, Organic Chemistry and Physics 42-43 or Chemistry 110. (Fall.)

146—Radiation Biology (4)

A histological survey of the effects of ionizing radiation on biological systems. Radioisotope technology is also covered, with the student planning and completing a project using radioactive tracers. Three lectures and one laboratory weekly. Prerequisite: Biology 20, 21, Physics 42-43, Chemistry 10A-10B.

147—Human Anatomy (4)

A study of the anatomy of the human body relating structure to function. Students dissect human cadavers in lab. Two lectures and two laboratories weekly. Prerequisite: consent of the instructor. (Spring.)

148—Ecology (4)

A study of the relationships of the varied flora and fauna of the San Diego area. Emphasis is placed on the mutual dependence of organisms in ecosystem. Because of the unique location of the University, desert, mountain, and salt water ecosystems will be studied. Three lectures and one laboratory weekly. Prerequisite: Biology 20, 21, and or consent of the instructor. (Spring.)

150—Invertebrate Zoology (4)

Structure, function and relationships of invertebrate animals (both parasitic and free-living forms) as shown through study of selected invertebrate types. Emphasis is on local fauna studied in their natural habitats through weekly field trips to the ocean, mountains, and desert, respectively. Three lectures and one laboratory weekly. Prerequisite: Biology 20, 21. (Spring, odd numbered years.)

153A—General Oceanography (4)

Introduction to Oceanography stressing the geological history and processes affecting the sea floor; the nature of currents and tides; the chemistry of sea water and how plants and animals relate to the ocean environment. Three lectures and one laboratory weekly. Prerequisite: consent of the instructor. (Fall, even numbered years.)

153B—Marine Biology (4)

An integrated course including the principles of marine biology

and a brief systematic survey of planktonic, nektonic and benthonic forms stressing interrelationships with ocean processes. Emphasis will be on an ecological approach with field studies of a variety of marine environments planned to demonstrate interrelationships. Three lectures and one laboratory weekly. Prerequisite: Biology 150, 153A or consent of the instructor. (Fall, odd numbered years.)

161—Psychobiology (4)

The biological basis of behavior. Brain activity in relation to awareness, sensory processes, motor systems, perception, attention, language and the action of hormones, drugs and transmitters is surveyed. In depth studies are made on states of memory, learning, sleep, arousal and depression. In the laboratory students implant electrodes and cannulae into brains of experimental animals in order to measure behavioral and brain activity. Three lectures and one laboratory weekly. Prerequisite: Psychology 1 or consent of instructor. (Fall.)

197—Proseminar (1)

Seminar presentations by students and faculty on topics of timely interest. A student registered for this seminar must make a presentation to receive a passing grade. Open to all upper division biology majors. Enrollment for credit is limited but auditors are encouraged. Meets one hour per week. (Every semester.)

198—Techniques in Biology (1-3)

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to, technical methodology; preparation and technique in the teaching laboratory; and routine tasks supportive to research. May be repeated for a maximum of 6 units of credit. Prerequisite: Consent of instructor and department chairman. (Every semester.)

199—Research (1-3)

Students may develop research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: consent of instructor. (Every semester.)

200—Seminar in General Physiology (2)

An intensive study of selective topics in physiology. Prerequisite: consent of instructor, as required.

201—Advanced Cellular and Molecular Biology (2)

Current topics will be discussed. Prerequisite: consent of instructor, as required.

202—Seminar in Environmental Biology (2)

Studies in ecology, environmental biology, and biological oceanography. Prerequisite: consent of instructor, as required.

CHEMISTRY

Donald B. Peterson, Ph.D., Chairman
Department of Physical Science and Mathematics

John P. McDermott, Ph.D.

Jack D. Opdycke, Ph.D.

Sister Patricia Shaffer, Ph.D.

Sister Agnes Schmit, Ph.D.

Patricia S. Traylor, Ph.D.

The program in Chemistry provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal education, and prepares students for a wide variety of opportunities in the chemical profession. These include research and development in the fields of industry, education, medicine, as well as teaching and graduate study.

Course offerings are also provided for students with majors other than chemistry. In this category are courses designed to acquaint students not majoring in the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.

Two programs are offered:

Plan A: Designed to qualify graduates for positions as chemists, admission to graduate work in chemistry, or secondary school teaching in chemistry. Concentration is in *chemistry*.

Plan B: Designed to qualify graduates for positions as biochemists, admission to graduate work in biochemistry, or secondary teaching. Concentration is in *biochemistry*.

Chemistry Major, Plan A:

Preparation for the Major: Chemistry 10A-B, 11A-B, 20; Mathematics 50, 51, 52; Physics 50-100.*

The Major: The twenty-four units of upper division work should include Chemistry 100A-B, 110A-B, 111, 112, and 140. Electives may be chosen from any other chemistry courses for which prerequisites have been met.

Chemistry Major, Plan B:

Preparation for the Major: Chemistry 10A-B, 11A-B, 20; Mathematics 14 or 50; Physics 42-43 or Physics 50-100; Biology 20-21 in Junior year.*

The Major: The twenty-four units of upper division work should include Chemistry 100A-B, 110A-B, 130, 131. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Those planning for graduate work are recommended to take both Mathematics 50 and 51, and Chemistry 140.

Chemistry Minor: Minimum requirements for the minor are: Chemistry 10A-10B and 10 more units of chemistry of which at least 6 units must be in upper division courses.

*Students planning for graduate work in chemistry or biochemistry are reminded that some graduate schools require a reading knowledge of German for graduate work in these two fields.

Recommended Program of Study

The following paradigms are included as guides only, and are not to be interpreted in a rigid sense. Flexibility is allowed to meet individual needs. Students are urged to consult with the department chairman early each year to ensure that their needs and interests will be met.

Plan A: Major in *Chemistry* with concentration in *Chemistry*.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Chem. 10B (3)	Chem. 20 (3)	Chem. 100B (4)
Chem. 10A (3)	Chem. 11B (1)	Chem. 100A (4)	Physics 50 (4)
Chem. 11A (1)	Math 51 (4)	Math 52 (4)	G. E. or
Math 50* (4)	G. E. or	G. E. or	Elective (6-8)
G. E. or	Elective (7-8)	Elective (6)	
Elective (4-6)			

*Students deficient in Mathematics may substitute Math 11 for Math 50, followed by Math 50, 51 and 52.

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110A (3)	Chem. 110B (3)	Chem. 111 (2)	Chem. 190B (1)
Physics 100 (4)	Chem. 112 (2)	Chem. 140 (3)	Chem.
G. E. or	G. E. or	Chem. 190A (1)	elective (2-3)
Elective (9)	Elective (9-12)	G. E. or	G. E. or
		Elective (9)	Elective (12)

Plan B: Major in *Chemistry* with concentration in *Biochemistry*.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Chem. 10A (3)	Chem. 10B (3)	Chem. 20 (3)	Chem. 100B (4)
Chem. 11A (1)	Chem. 11B (1)	Chem. 100A (4)	Physics 43 (4)
Math 50* (4)	G. E. or	Physics 42 (4)	G. E. or
G. E. or	Elective (9-12)	G. E. or	Elective (6-8)
Elective (6-9)		Elective (6)	

(*See asterisk above)

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110A (3)	Chem. 110B (3)	Chem. 190A (1)	Chem. 190B (1)
Chem. 130A (3)	Chem. 130B (3)	Chem. or Biol.	Chem. or Biol.
Chem. 131A (1)	Chem. 131B (1)	elective (3-4)	elective (3-4)
Biology 20 or	Biology 20 or	G. E. or	G. E. or
21 (4)	21 (4)	Elective (9-12)	Elective (12)
G. E. or	G. E. or		
Elective (6)	Elective (6)		

1—Introduction to Chemistry (2)

A course designed to prepare students for Chemistry 10. Basic principles and problem solving. Two lectures weekly. This course does not satisfy any general education requirement. (Spring.)

5A-5B—Introductory Chemistry for Life Sciences (3-3)

A lecture course designed for those students majoring in Life Sciences who do not need a rigorous background in chemistry. The concepts covered will include chemical stoichiometry, atomic and molecular structure, equilibria, and nuclear chemistry with stress given to topics of biochemical significance.

NOTE: This course does not satisfy the requirements for a chemistry major and will not serve as a prerequisite for Chemistry 20, Chemistry 100, or Chemistry 110. Three lectures weekly. (Every year.)

6A-6B—Introductory Chemistry Laboratory for Life Sciences (1-1)

A laboratory course to follow the lecture material presented in Chemistry 5A-5B. One four-hour laboratory period weekly. Prerequisite: Concurrent registration in Chemistry 5A-5B or consent of instructor. (Every year.)

10A-10B—General Chemistry (3-3)

Emphasis is given to basic principles including chemical stoichiometry, atomic and molecular structure, equilibria, dynamics, and electrochemistry. Three lectures weekly. (Every year.)

11A-11B—General Chemistry Laboratory (1-1)

A laboratory course to follow the lecture material presented in Chemistry 10A-10B. One four-hour laboratory period weekly. Prerequisite: Concurrent registration in Chemistry 10A-10B or consent of instructor. (Every year.)

20—Quantitative Analysis (3)

Principles and methods of quantitative chemical analysis. Methods utilized will include acid-base, redox, potentiometric and complexometric titrations, ion-exchange separations, UV-visible spectroscopy, and other analytical procedures in current use. One lecture and two three-hour laboratory periods weekly. Prerequisite: Chemistry 10B. (Fall, every year.)

100A-100B—Organic Chemistry (4-4)

Lectures cover the structures, properties, and reactions of covalent compounds of the lighter elements. Laboratory involves separation and purification methods, measurement of physical properties, and organic syntheses and product analyses. Three lectures and one 4-hour laboratory period weekly. Prerequisite: Chemistry 10B. (Every year.)

101—Organic Chemistry for Life Sciences (3)

A lecture course stressing those aspects of organic chemistry pertinent to biological systems. Note: This course does not satisfy the requirements for a chemistry major and will not serve as a prerequisite to Chemistry 100B. Prerequisite: Chemistry 5B or 10B and concurrent registration in Chemistry 102. (Fall, every year.)

102—Laboratory Techniques of Organic Chemistry (1)

This course is designed to follow the material presented in Chemistry 101. Experiments will include melting-point determination, distillation, extraction, recrystallization, chromatography and organic syntheses. One laboratory period weekly. Prerequisite: concurrent registration in Chemistry 101.

110A-110B—Physical Chemistry (3-3)

Fundamentals of physical chemistry with major emphasis on energetics, kinetics, and atomic and molecular structure. Three lecture periods weekly. Prerequisite: Chemistry 10B and Mathematics 14 or 50.

111—Experimental Physical Chemistry (2)

Laboratory work is focused on the study of chemical energetics and chemical dynamics. Two laboratory periods weekly. Prerequisite: Chemistry 110A. (Spring, even numbered years.)

112—Experimental Organic Chemistry (2)

Laboratory techniques, such as the use of class reactions, preparation of derivatives, chromatography, UV, IR, NMR spectroscopy will be applied to the separation and identification of organic compounds. Two laboratory periods weekly. Prerequisite: Chemistry 100B. (Spring, every year.)

125—Nuclear Chemistry (3)

Study of the atomic nucleus, nuclear reactions, principles and techniques of radioactivity applied to the various fields of chemistry, including biochemistry. Instrumentation and tracer application. Two lectures and one four-hour laboratory. Prerequisites: Chemistry 20, 100, and a year of physics. (Spring, odd numbered years.)

130A-130B—Biochemistry (3-3)

The structure, function and metabolism of chemical entities in living systems, with an emphasis on enzyme reaction mechanisms and the biosynthesis of nucleic acids and proteins and their interrelationship. Three lectures weekly. Prerequisite: Chemistry 100B.

131A-131B—Biochemical Methods (1-1)

Selected experiments utilizing current analytical methods to explore the properties and functions of cellular constituents. One laboratory period per week. Prerequisite: Chem. 20 and concurrent or previous registration in Chem. 130. (Every year.)

140—Advanced Inorganic Chemistry (3)

Topics will cover the structure and reactivity of inorganic compounds with emphasis on transition metals and coordination compounds. Three lectures weekly. Prerequisite: Chem. 10B. (Spring, odd numbered years.)

150—Chemical Ecology (3)

A study of the chemical interactions between organisms and their environment. Three lectures weekly. Prerequisite: Chem. 100B.

160—Physical Organic Chemistry (3)

Application of modern theoretical concepts to the chemical and physical properties of organic compounds. Prerequisite: Chem. 100B.

180—Techniques in Chemistry (1-4)

Training and practice in those areas of Chemistry and Biochemistry of practical importance to the technician, teacher, and researcher. To include, but not limited to technical methodology, preparation and technique in the teaching laboratory, and performance of advanced experiments not classifiable as research. May be repeated up to a maximum of 4 units of credit. Prerequisite: Consent of instructor and department chairman. (Every semester.)

190A-190B—Seminar (1-1)

Seminar meetings with the staff. Student participation in consideration of topics of current interest in the chemical literature. One hour per week. (Every year.)

195—Special Topics in Chemistry (3)

Topics chosen by the instructor from the areas of: theoretical chemistry, photochemistry, radiation chemistry, chemistry of enzyme-catalyzed reactions, and industrial chemistry. Three lectures weekly. Prerequisite: Consent of instructor. (Spring, if sufficient demand.)

199—Research (1 to 4)

An undergraduate research problem in chemistry, biochemistry, or environmental studies. A written report is required. Prerequisite: consent of staff. One to three laboratory periods. (Every year.)

COMMUNICATION ARTS

102—The Development of Film (3)

The history of film as seen in the work of such early masters as Griffith, Chaplin, Murnau, Von Sternberg, Vigo, Renoir. (Fall, every year.) *Does not* fulfill general education requirement in Fine Arts.

103—Film Analysis (3)

A study of the art of the film; a close examination of films by such modern masters as Bunuel, Bergman, Kurosawa, Ray, Truffaut, and Bertolucci. (Spring, every year.) *Does not* fulfill general education requirement in Fine Arts.

COMPUTER SCIENCE

Dwight R. Bean, Ph.D.
Edward B. Warren, M.S.
Coordinators

In a society which is becoming increasingly oriented towards the use of computers in almost all areas of endeavor, a minor in Computer Science is a useful adjunct to many majors. In addition, this minor will be an asset in pursuing further studies in Computer Science.

The minor consists of the following six courses (18 credits):

- Mathematics 11, Elementary Mathematics
- Mathematics 14, Survey of Calculus
- Physics 16, Computer Fundamentals
- Mathematics 86, Introduction to Programming
- Mathematics 131, Numerical Analysis I
- Mathematics 133, Intermediate Programming

Descriptions of these courses may be found in the listings of the appropriate departments in this bulletin.

ENGLISH

Lee F. Gerlach, Ph.D.,
Chairman

- Dennis M. Clausen, Ph.D.
- Sister Sally Furay, Ph.D., J.D.
- Richard H. Grossman, Ph.D.
- Ronald H. Hill, Ph.D.
- Marcia Bowman Klein, M.A.
- Sister Helen McHugh, Ph.D.
- Benjamin M. Nyce, Ph.D.
- Irving W. Parker, M.A.
- Sister Elizabeth Walsh, Ph.D.

The students must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Preparation for the Major: English 21, 22, 23, 28

The Major: Twenty-four units of upper division work. This should include: one course in Shakespeare; choice of one course in medieval, renaissance or eighteenth century English literature one course in nineteenth century English literature; one course in American literature; one course in contemporary British and American poetry.

The student is advised to include courses in each of the principal genres, i.e., poetry, drama, and fiction, in the twenty-four units.

Credential candidates are required to take English 175 and 190.

The Minor: English, 21, 22, 23, and nine upper division units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	English 22 (3)	English 23 (3)	English 28 (3)
English 21 (3)	History 12 (3)	G. E. or	G. E. or
History 11 (3)	G. E. or	Elective (12-14)	Elective (12-14)
G. E. or	Elective (9-10)		
Elective (6-7)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
English (6)	English (6)	English (6)	English (6)
G. E., Minor or	G. E., Minor or	G. E., Minor or	G. E., Minor or
Elective (9)	Elective (10)	Elective (9)	Elective (10)

- 1—Basic Composition (2 or 3)
Training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses. (Every Semester.)
- 2A—English as a Second Language (3)
Instruction, practical exercises, extensive drill in the fundamentals of expression and comprehension of the language. The course will be adapted to the needs of the group. (Fall, every year.)
- 2B—English as a Second Language (3)
Problems in the use of English. (Spring, every year.)
- 21—Literature and Composition I: Introduction to Literary Genres (3)
Selected readings in English and American literature from the beginnings to 1900. Students will be introduced to major literary genres. Compositions regularly assigned, graded and returned with brief written comment. Instruction in principles of expository writing, including the research paper. (Every semester.)
- 22—Literature II: Poetry (3)
Readings from selected works of major poets like Homer, Virgil, and from Chaucer to contemporary poets, British and American. Frequent critical essays assigned. (Every semester)
- 23—Literature III: Drama (3)
A reading course in world dramatic literature from earliest times to the present. Frequent critical essays assigned. (Every semester)
- 25—American Literature (3)
Selected readings in the literature of the United States. A study of various genres in 20th century literature. Frequent critical papers assigned. (Every Semester.)
- 27—Classics in Translation (3)
Selected readings in early World Literature. Recommended for English majors. (Fall semester, alternate years.)
- 28—Modern World Literature (3)
A reading course. Representative works of poetry, fiction, and drama written during the last hundred years by foreign authors. Frequent critical essays assigned. (Every semester.)
- 29—Introduction to Black Literature (3)
A study of poetry, fiction, drama, and essays written by Black writers. Frequent critical papers assigned.
- 100—Literature in the West: 400-1400 (3)
A study of religious and secular works from St. Augustine through Malory. (Offered when sufficient demand.)
- 104—Nordic and Icelandic Literature (3)
A study of epics and sagas such as *Beowulf*, *Nibelungenlied*, *Heimskringla*, *Grettirsaga*, *Njalsaga*. (Offered when sufficient demand.)

- 109—Chaucer (3)
Reading and critical analysis of the principal works of Chaucer, primarily of *The Canterbury Tales*. Students will be expected to master the fundamentals of Chaucer's language. (Fall.)
- 113—Sixteenth Century Studies (3)
Selected readings from prose and poetry of the sixteenth century. (Fall, 1977.)
- 116—Shakespeare I (3)
A reading course in the major plays. (Spring, every year.)
- 117—Shakespeare II (3)
Advanced studies in Shakespeare. Prerequisite: English 116 or consent of the instructor. (Offered when sufficient demand.)
- 118—Renaissance Drama (3)
Plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others. (Fall, 1977.)
- 119—Seventeenth Century Studies (3)
Selected readings from prose and poetry of the seventeenth century. (Fall, 1976.)
- 120—Milton (3)
A reading course concentrating on *Paradise Lost* and *Samson Agonistes*; includes shorter poems and selected prose. (Spring, 1978.)
- 123—Eighteenth Century Studies (3)
Selected readings from prose and poetry of restoration and eighteenth century literature. (Spring, every year.)
- 126—Restoration and 18th Century Drama (3)
Readings from the plays of Dryden, Etherege, Wycherley, Congreve, Sheridan, and others. (Fall, 1978.)
- 128—Fiction from the 16th to 19th Century (3)
A study of the development of fiction from Sidney's *Arcadia* through the Gothic novel. (Offered when sufficient demand.)
- 142—Nineteenth Century Studies (Romanticism) (3)
Selected prose and poetry of major writers of the romantic movement. (Fall, 1976.)
- 144—Nineteenth Century Studies (Victorian) (3)
Selected prose and poetry of major British writers from about 1850 to 1914. (Spring, 1977.)
- 148—Nineteenth Century British Fiction (3)
A study of the novels of Austen, Dickens, Trollope, Eliot, Hardy, and Conrad. (Fall, every year.)
- 152—American Poetry to 1914 (3)
A study of poets such as Taylor, Emerson, Whitman, Dickinson, Robinson. (Fall, every year.)

- 155—**American Prose (3)**
A study of prose writings in America from the seventeenth century to the present. (Fall, 1977.)
- 156—**American Fiction to 1914 (3)**
A study of figures such as Cooper, Hawthorne, Melville, Twain, James, and Dreiser. (Spring, every year.)
- 162—**Contemporary British and American Poetry (3)**
A study of poets such as Yeats, Eliot, Pound, Auden, Stevens, Williams, and others to the present. (Spring, every year.)
- 163—**Modern Continental Literature (3)**
A reading course in selected major writers of France, Russia, Italy, Spain, Germany since 1850. (Spring, every year.)
- 166—**Modern Drama (3)**
A study of the plays of such writers as Ibsen, Chekhov, Shaw, and others to the present. (Spring, 1977.)
- 167—**20th Century Literary Criticism (3)**
A study of such writers as Eliot, Richards, Frye, Empson, and Burke. (Fall, 1976.)
- 168—**20th Century American Fiction (3)**
Principal works of such writers as Faulkner, Hemingway, Fitzgerald, and K. A. Porter. (Fall, every year.)
- 169—**20th Century British Fiction (3)**
Principal works of such writers as Lawrence, Joyce, Forster, and Caryl. (Spring, every year.)
- 175—**Advanced Composition (3)**
An advanced course in the writing of non-fictional prose. A study of the theory and practice of expository, descriptive, and critical prose. Required of credential candidates. Limited to 20 students. (Every semester.)
- 176—**Creative Writing (3)**
Study and practice in the writing of verse, fiction, or drama. Prerequisite: consent of department chairman. (Spring, every year.)
- 180—**Oriental Literature (3)**
A reading course in selected works from the literature of India, China, and Japan. (Fall 1977.)
- 185—**Black American Literature (3)**
Study of prose fiction, drama, poetry, essays of outstanding literary merit by twentieth-century Black writers. (Offered when sufficient demand.)
- 190—**Development of the English Language (3)**
A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary, and study of current theories concerning English grammar. Required of credential candidates. (Spring, every year.)

197—Colloquium (3)

Course designated by instructor to treat a topic, an author, a group of authors, or a genre. Conducted as an undergraduate seminar.

Prerequisite: consent of department chairman. (By arrangement.)

199—Independent Study (1-3)

Reading and conference for seniors of high scholastic standing.

Prerequisite: consent of department chairman. (By arrangement.)

Note: For graduate courses in English, see Graduate Division Bulletin.

ENVIRONMENTAL STUDIES

**Richard P. Phillips, Ph.D.,
Coordinator**

An interdisciplinary minor is offered in Environmental Studies for those students from any major who want a better understanding of the scientific, legal, and political factors that affect man's interaction with his environment.

Eighteen units outside the student's major are required. It is recommended that the student interested in the Environmental Studies Minor consult with the Coordinator of Environmental Studies early in his program planning.

Environmental Studies 1, 2, and 3 are required for the minor. A student may elect, however, to take a course of similar content within his major field to satisfy this requirement. For example, a student majoring in Biology should elect to take Biology 148—Ecology—as one of his upper division biology courses, and choose an additional course from outside his major to complete the 18 units of Environmental Studies required for the minor. Environmental Studies 1, 2, and 3 may be taken in any order, but it is recommended that 1 and 2 be taken concurrently because they tie together in both classroom and field work.

Environmental Studies 99 (Seminar), 105, and 196 (Problems) are also required for the minor. At least one additional upper division course outside of the student's major for which he has the prerequisites must be taken. A suggested list is given below but other courses, with the consent of the Coordinator of Environmental Studies and the student's advisor may be substituted.

1—The Physical Environment (3)

Lecture, laboratory and field investigations of the basic geological architecture of the environment, its climate, weather, water, and man's interactions with the physical environment. May be used to satisfy a physical science general education requirement. (Every semester.)

2—The Biological Environment (3)

Lecture, laboratory and field investigation of the natural environment, man's modification of this environment and the limits that basic ecology places on man. May be used to satisfy a biological science general education requirement. Not recommended for Biology majors interested in environmental studies, who should take Biology 148—Ecology as part of their major program. (Fall.)

3—The Human Environment (3)

The environmental determinants of geography and society in modern American civilization. May be used to satisfy a general education requirement in History. (Spring.)

99—Seminar in Environmental Studies (1)

An interdisciplinary seminar. Designed to emphasize the interaction of the various areas of environmental concern, and to focus on local problems. Prerequisite: completion of, or concurrent registration in two of the three introductory courses (Environmental Studies 1, 2, and 3). (Spring.)

105—Environmental Assessment Practices (3)

An interdisciplinary approach to environmental decision-making. A study of the unique way government involves all relevant disciplines, other agencies, and the general public in the decision-making process when a project will have significant effect upon the environment. An introduction to the law relative to environmental impact reports, their contents and development.

196—Problems in Environmental Studies (2)

An in-depth study of an environmental problem of the students choosing. Guidance and coordination will be offered through a weekly class meeting. The student will be required to present a written report suitable for inclusion in the environmental studies library, and an oral report to an open meeting of the University. Prerequisites: Consent of the Coordinator of Environmental Studies. (Spring.)

Other courses suitable for inclusion in the Environmental Studies minor include:

Anthropology 108—Historical Sites and Methods (3)

Biology 105—Vertebrate Zoology (4)

Biology 122—Field Botany (4)

Biology 148—Ecology (4)

Biology 150—Invertebrate Zoology (4)

Biology 153A—General Oceanography (4)

Biology 153B—Marine Biology (4)

Chemistry 150—Chemical Ecology (3)

History 189—History of California II (3)

Political Science 101—Principles of Public Administration (3)

Political Science 103—American Federalism (3)

Sociology 118—Population Problems (3)

Sociology 163—Urban Communities in Change (3)

Business Administration 142—Business and Society (3)

Other suitable courses may be included with the consent of the Coordinator of Environmental Studies and of the student's advisor.

EUROPEAN STUDIES

Arthur Frederick Ide, D.A.,
Coordinator

Recommended preparation for the Major:

History 11-12, and completion of General Education requirements.

The Major:

36 hours of which 24 must be upper division distributed as follows:

- 15 hours, one area of disciplines
- 9 hours, second area of disciplines
- 9 hours, area electives
- 3 hours, Senior Colloquium or equivalent

European Studies majors must also complete a minor consisting of 18 units in a single discipline or another Geocultural Area.

The Minor:

18 units in European Studies.

Courses Available for the Major or Minor:

Social Sciences:

- History 111-112, Greek and Roman Civilizations (3-3)
- History 121-122, Medieval Institutions (3-3)
- History 131, Renaissance and Reformation (3)
- History 133, Age of the Baroque (3)
- History 146, Topics in Nineteenth Century European History (3)
- History 147, Topics in Twentieth Century European History (3)
- History 152, Great Britain and the Commonwealth (3)
- History 155, Tsarist Russia (3)
- History 156, Communist Russia (3)
- Political Science 111, Political Theory (3)
- Political Science 120, International Politics (3)
- Political Science 127, International Law (3)
- Political Science 150, Politics of Great Britain (3)
- Political Science 154, Politics in Western Europe (3)
- Political Science 180, Politics in the USSR (3)
- Political Science 181, Politics in Eastern Europe (3)

Behavioral Sciences:

- Psychology 107, History and Systems of Psychology (3)
- Psychology 185, Humanistic Problems in Psychology (3)
- Sociology 122, Early Sociological Theories (3)
- Sociology 123, Modern Sociological Theories (3)
- Sociology 155, Sociology of Welfare Institutions (3)

Humanities:

- English 27, Classics in Translation (3)
- English 28, Modern World Literature, (when European) (3)
- English 100, Literature of the West: 400-1400 (3)
- English 104, Nordic and Icelandic Literature (3)
- English 109, Chaucer (3)
- English 113, 16th Century Studies (3)
- English 116, Shakespeare I (3)
- English 117, Shakespeare II (3)
- English 118, Renaissance Drama (3)
- English 119, 17th Century Studies (3)
- English 120, Milton (3)
- English 123, 18th Century Studies (3)
- English 126, Restoration and 18th Century Drama (3)
- English 128, Fiction from 16th to 19th Century (3)
- English 142, 19th Century Studies (Romanticism) (3)
- English 144, 19th Century Studies (Victorian) (3)
- English 148, 19th Century British Fiction (3)
- English 163, Modern Continental Literature (3)
- English 166, Modern Drama (3)
- English 169, 20th Century British Fiction (3)
- Art 33A-B, Art History (3-3)
- Art 133, History of Modern Art (3)
- Art 134, History of Contemporary Art (3)
- Music 30, Music Appreciation (3)
- Music 120A-B, History of Music in Western Civilization (3-3)
- Music 124, Music of the Renaissance (3)
- Music 125, Music of Baroque and Classical Period (3)
- Music 126, Music of the Romantic Period (3)
- Music 128, 20th Century Music (3)
- Music 129, Russian Composers (3)
- Music 179, History of the Opera (3)
- Theatre Arts 160A-B, History of the Theatre (3-3)

Economics:

- Economics 123, Economic Development and Growth (3)
- Economics 133, International Economics (3)

Economics 140, History of Economic Thought and Comparative Systems (3)

Philosophy:

- Philosophy 71, Ancient Philosophy (3)
- Philosophy 72, Medieval Philosophy (3)
- Philosophy 74, Contemporary Philosophy (3)
- Philosophy 143, Major Ancient Schools (3)
- Philosophy 152, Studies of Man (3)
- Philosophy 157, Major Mediaeval Schools (3)
- Philosophy 162, Modern Rationalism and Empiricism (3)
- Philosophy 163, Modern Idealism (3)
- Philosophy 173, Linguistic Philosophy (3)
- Philosophy 174, Phenomenology and Existentialism (3)

Languages:

- French 121, Literature and Civilization: From the Gauls to the Organization of France and its "Grandeur" (3)
- French 122, Literature and Civilization: France, from its Glory to the 1789 Revolution (3)
- French 123, Literature and Civilization: From the French Revolution to the First World War (3)
- French 124, France after 1914 up to deGaulle's Fifth Republic (1958) (3)
- German 102, Readings in German Literature (3)
- German 110, German Literature from the Early Middle Ages to Goethe (3)
- German 111, German Literature from Goethe to Nietzsche (3)
- German 112, German Literature from 1900 to the present (3)
- Spanish 102, Civilization of Spain (3)
- Spanish 103, Introduction to Spanish Literature (3)
- Spanish 121, Middle Ages and Pre-Renaissance (3)
- Spanish 122, The Renaissance (3)
- Spanish 123, 17th Century Prose and Poetry (3)
- Spanish 124, Spanish Theatre of The Golden Age (3)
- Spanish 125, Neoclassicism and Romanticism (3)
- Spanish 126, 19th Century Realism and Naturalism (3)
- Spanish 127, 20th Century Spanish Literature (3)
- Spanish 130, History of the Spanish Language (3)

Religious Studies:

- Religion 130, Morality and the Christian (3)
- Religion 150, The Community called Church (3)

FRENCH

Jeanne Brink Rigsby, Doctor of Letters
 Abdellatif Kriem, Ph.D.
 Hélène Laperrousz, Ph.D.

The elementary and intermediate French courses make intensive use of the language laboratory.

A minor in another language is recommended for the French major, (English, German, Spanish, etc.)

A background of Latin or another foreign language (two years in high school or one year in college) is recommended for students majoring in French.

Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major: The twenty-four units of upper division work should include French 101 and 103 or their equivalent.

The Minor: At least nine of the eighteen units must be in upper division courses; French 101, 103, 104, and 112 are recommended.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	French (4 or 3)	French (3)	French (3)
French (4)	G. E. or	G. E., Minor or	G. E., Minor or
G. E. or	Elective (12)	Elective (12-13)	Elective (12-13)
Elective (9)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
French (6)	French (6)	French (6)	French (6)
G. E., Minor or	G. E., Minor or	G. E., Minor or	G. E., Minor or
Elective (9)	Elective (9)	Elective (9)	Elective (9)

1-2—Elementary (4-4)

Essentials of French grammar together with stress upon pronunciation, reading, and aural comprehension. (Every year.)

3-4—Intermediate (4-3)

Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice. (Every year.)

7—Reading and Translating French (2)

A course designed to help undergraduate and graduate students acquire a reading knowledge of French. The course concentrates on points of grammar essential to understanding and translation, rather than those needed for writing and speaking.

99—Conversation (1 or 2)

Prerequisite: consent of the instructor. (Every year.)

101—Advanced Composition (3)

Oral and written practice in current French idiom. Prerequisite for all advanced courses, except French 103, 104, and 112.

- 102—"Explication de textes" (3)
Oral and written studies of literary masterpieces. Introduction to dissertation.
- 103—Cultural Backgrounds of French Civilization (3)
Survey of the social, cultural, and artistic manifestations in France from the middle ages to the present.
- 104—Introduction to French Literature (3)
A study of the literary history and principal masterpieces of French literature from the middle ages to the present.
- 111—Masterpieces of French Literature (3)
Study in depth of style and content of selected works. List of readings to be established by the students and professor.
- 112—French Phonetics and Phonology (3)
An intensive study of French sounds, diction, and speech and their practical application.
- 121—Literature and Civilization: From the Gauls to the Organization of France and its "Grandeur" (1610) (3)
Legend and reality that established France through the centuries. Language, Faith, and Reason that made her spirit live. History and Society. Ideas and Ideals.
- 122—Literature and Civilization of France, from its Glory to the 1789 Revolution (3)
Study of all aspects of the human "milieu" (historical, political, social, philological, economical and others) that created French literary classicism and why the revolution came about.
- 123—Literature and Civilization: From the French Revolution to the First World War (3)
Study of the political, economical, social, religious and ideological forces that transformed the aristocratic society of the 18th century into a "bourgeois" society as witnessed by eminent individuals of the time.
- 124—Literature and Civilization of France after 1914 to deGaulle's Fifth Republic (1958) (3)
Retention of traditional values and factors of change in the linguistic, historical and cultural trends of French society. Literature and arts as a reflection and expression of a changing society.
- 125—Literature and Civilization of France of Today and Tomorrow (3)
Global picture of France seen through significant modern masterpieces as well as the media, in which all facets of today's life are reflected. The impact of the intellectual "revolution of 1968" and the aspirations of the young generation for the France of tomorrow.
- 126—Chronological Study of the Literary French Doctrines from the 16th Century to the Present (3)
Classicism, Romanticism, Parnasse, Symbolism, Surrealism, Existen-

tialism, and "Nouveau Roman" as movements born, in part, from theoretical writings. Examples taken from the different movements to illustrate them.

128—Contribution of the French Thought (Pensée) from the Middle Ages to the Atomic Age (3)

Main trends of French thought through the study of selected texts.

138—Structural Linguistics (3)

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic, and syntactic systems. Linguistic relationships. Presented in English.

140—Literature of French Expression Outside of France (3)

The notions of "Francophonie" and "Negritude." Readings from different areas of concentration: Belgium, Switzerland, Canada, Martinique, Madagascar, Lebanon, West Africa, Black Africa, and others.

199—Independent Study (1-3)

Note: For graduate courses in French, see Graduate Division Bulletin.

FRESHMAN PRECEPTORIAL PROGRAM

The Freshman Preceptorial Program provides an orientation to the academic and intellectual life of the University. Each entering Freshman, upon deciding to enroll at the University of San Diego, selects a preceptorial from a list provided by the Office of Undergraduate Admissions. The preceptorial is, first of all, a three credit course which approaches one of the major disciplines in a new or different way. Enrollment in each preceptorial is limited to fifteen students and the teacher, or preceptor, is the academic advisor for these students. Each preceptorial satisfies one of the general education requirements of the University. Grading will be pass/fail or the regular system at the option of the student.

By combining academic advising with an innovative approach to a subject matter of special interest to the student, each three-credit preceptorial is designed to

- 1) begin the student's general education by instruction in one of the essential academic disciplines,
- 2) provide early and continuing communication between the entering student and a specific faculty member,
- 3) assist the student in planning a cohesive and productive program,
- 4) introduce the student to the intellectual resources of the University and the larger community, and
- 5) help the student develop the inquiring habit of mind which is fundamental to higher education.

A list of the Preceptorials to be offered is published in the Spring of each year.

GERMAN

Brigitte L. Halvorson, Ph.D. Cand.

The Minor: The eighteen units of work should include nine upper division units of German literature.

1—Elementary (4)

Introductory course taught by direct approach method to the structure of the German language, with stress upon the phonetical and functional features of the language. (Every year.)

2—Elementary (4)

A continuation on the basis of German 1. Prerequisite: German 1 or two years of high school German. (Every year.)

3—Intermediate (4)

Intensive oral, aural and written practice to develop accuracy and fluency in the use of the language, stressing the syntactical and orthographical aspects of stylistics to master a basic habitual proficiency in reading, writing and comprehension, cultural elements of German life. Prerequisite: German 2 or three years of high school German. (Every year.)

4—Intermediate (3)

A continuation of German 3; increased in-depth study of German life, history and society. Prerequisite: German 3 or four years of high school German.

10—Conversation (2)

Direct dialogistic approach to the German '*Umgangssprache*' (colloquial language) as used in conversation, familiar letters and popular entertainment, with idioms and sayings; assigned topics for conversation. Prerequisite: German 3 or equivalent. (Every year.)

11—Advanced Conversation (2)

Views and insights into topics and issues which occupy students personally and as members of society. Course will include a study of journalistic German for a greater appreciation of contemporary issues in German life. Two semesters of Conversation may be substituted for German 4. Prerequisite: German 3 or equivalent. (Every year.)

101—Advanced Composition (3)

Oral and written practice in current German idioms. Readings and interpretation of modern German plays and prose; techniques for plot and character analysis. Prerequisite: German 3 or 4 or consent of the instructor.

102—Readings in German Literature (3)

Assigned readings in modern literature; class reports on literary topics of prose and poetry. Prerequisite: German 3 or 4 or consent of the instructor. (1975.)

110—German Literature from the Early Middle Ages to Goethe (3)

A survey of German literature from the Early Middle Ages to

Goethe. Poetry, drama and prose of the Old High German, Middle High German and New High German periods; the early texts will be read in modern German adaptations. Prerequisite: German 3 or 4 or consent of the instructor. (1976.)

111—German Literature from Goethe to Nietzsche (3)

Survey of German literature from Goethe to Nietzsche (1900). A study of the principal aspects and masterpieces of German literature of each period; historical and linguistic development of German culture. Prerequisite: German 3 or 4 or consent of the instructor. (1976.)

112—German Literature from 1900 to the Present (3)

A survey of German literature from 1900 to the present. Important movements, authors and works in German literature since the turn of the century. Prerequisite: German 3 or 4 or consent of the instructor. (1977.)

124—The Romantic Movement (3)

The chief literary groups and personalities. Discussion of the ideas and aesthetic problems reflected in their works. Outside readings and reports. Prerequisite: German 3 or 4 and 11 or consent of the instructor.

138—Structural Linguistics (3)

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic, and syntactic systems. Linguistic relationships. Presented in English. (1976 and Spring, 1978.)

199—Independent Studies (1-3)

HISPANIC/LATIN AMERICAN STUDIES

Iris Wilson Engstrand, Ph.D., Coordinator
Angelo R. Orona, Ph.D.

Recommended preparation for the Major:

History 11-12, and completion of General Education requirements.

The Major:

36 units of which 24 must be upper division distributed as follows:

- 15 units, one area of disciplines
- 9 units, second area of disciplines
- 9 units, area electives
- 3 units, Senior Colloquium or equivalent

Hispanic/Latin American Studies majors must also complete a minor consisting of 18 units in a single discipline or another geocultural area.

The Minor:

18 units in Hispanic/Latin American Studies.

Courses Available for the Major or Minor:

Social Sciences:

- History 154, History of Spain (3)
- History 160-161, Latin America I-II (3-3)
- History 176-177, United States Diplomatic History I & II (3-3)
- History 182, Spanish Borderlands (3)
- History 183, Mexican-American History (3)
- History 185, Indians of the Californias (3)
- History 186, Pacific Ocean in History (3)
- History 187, History of Baja California (3)
- History 188, History of California I (3)
- Political Science 186, Politics in Latin America (3)

Behavioral Sciences:

- Anthropology 20, Cultural Anthropology (3)
- Anthropology 122, Peoples of South America (3)
- Sociology 142, New World Prehistory

Languages:

- Spanish 102, Civilization of Spain (3)
- Spanish 143, Mexican Literature (3)
- Spanish 145, Survey of Spanish-American Literature (3)
- Spanish 146, Contemporary Spanish-American Literature (3)
- Spanish 147, Spanish-American Novels (3)
- Spanish 148, The Spanish American Essay (3)
- Spanish 149, Contemporary Spanish American Theatre (3)
- Spanish 150, Ibero-American Civilization (3)
- Spanish 152, Contemporary Spanish American Poetry (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under Hispanic/Latin American Studies, provided that they conform to the area distribution as outlined for the Major.

HISTORY

Sister Agnes K. Murphy, Ph.D.,
Chairman

Raymond S. Brandes, Ph.D.
Iris Wilson Engstrand, Ph.D.

Carl L. Gilbert, Ph.D.
Arthur Frederick Ide, D.A.
Sister Helen Lorch, M.A.
James R. Moriarty, III, Ph.D.

Preparation for the Major: History 11-12 or 21-22.

The Major: The program in History, consistent with the objectives of the University, offers courses leading to graduate study in history, and such professional fields as law or government. The program may also

be oriented in preparation for a teaching credential. Each student with departmental counseling builds a program around areas of world history.

For students working toward a major in history, no minor is required. The department requires, however, that each major discuss the subject with a counsellor.

Four hemispheric areas of history are offered by the department.

Areas of Study:

Area "A" United States:

Area "B" Latin America:

Area "C" Europe:

Area "D" Non-Western World:

The twenty-four units of upper division work should include the following choices from the four designated areas of study:

Area of 1st choice: 9 units

Area of 2nd choice: 6 units

History 100, Historian's Methods (3), is required of all History Majors, preferably in the sophomore year.

The Minor: The 18 units must include History 11-12 or 21-22, plus 12 units upper division selected from the areas of study.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Preceptorial (3)	Hist. Civiliz. (3)	History (3)	History (3)
Hist. Civiliz. (3)	G. E. or	G. E. or	G. E. or
G. E. or	Elective (12)	Elective (13)	Elective (13)
Elective (9)			
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
History u.d. (6)	History u.d. (6)	History u.d. (6)	History u.d. (6)
G. E. or	G. E. or	G. E. or	Electives (9)
Elective (9-10)	Elective (9-10)	Elective (9)	

3—The Human Environment (3)

Identical with Environmental Studies 3. Fulfills a general education requirement in History. (Spring.)

11-12—Great Issues in Western Civilization (3-3)

Lectures, readings, and discussions of ideas, attitudes, and institutions basic to an understanding of Western civilization and its relation to present day issues. First semester—Western man through 17th century. Second semester—Western man from 18th century to the present. (Every year.)

21-22—The Non-Western World (3-3)

The study and discussion of issues affecting the cultural evolution of the Afro-Asian world in particular, with emphasis upon the impact of western imperialism, nationalism, and modernism. (Every year.)

100—Historian's Methods (3)

Beginning seminar in historical research problems of investigation, critical analysis and presentation, correct use of footnotes and bibliography; acquaintance with local libraries and archives. Some attention to the development of historical writing and the philosophy of history. Recommended in the sophomore year. (Every year.)

108A-108B—Historic and Pre-Historic Archaeology (3)

A continuing program in archaeology through field excavations and lab work. Historic sites include Mission San Diego and San Diego's Old Town State Park; prehistoric sites of four known cultures in this region are to be excavated at intervals. The program is interdisciplinary in nature. Prerequisites: Anthro. 1 and 2 or Hist. 185, or approval of Chairman, Dept. of History. Limited to two courses.

111-112—Greek and Roman Civilizations (3-3)

Study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. Study of the history and institutions of the Roman Republic and Empire from the foundation of Rome to the end of the fifth century.

121-122—Medieval Institutions (3-3)

A study of the political, social, economic, and cultural foundations of Western civilization. Examination of representative medieval institutions such as the Church and monasticism; the Germanic kingdoms; feudalism; the town, and the university. Topics will also include representative government, rise of the national states, development of commercial institutions and social interaction during the Middle Ages.

131—Renaissance and Reformation (3)

Study of the nature and origin of the new learning, with its impact on the civilization of the late Middle Ages and early modern times. Sixteenth-century Europe studies in the religious, political, economic, and social light of the Reformation Movement and development of the national monarchies.

133—The Baroque Age (3)

An analysis of seventeenth and eighteenth century moods, movements, and people. Special attention to forces contributing to the Age of Enlightenment.

146—Topics in Nineteenth Century European History (3)

Readings, discussions, and papers on certain major topics such as: The Concert of Europe and revolutions by decades; Romanticism, liberalism, and nationalism; the industrial revolution, capitalism, and the triumph of the bourgeoisie; socialism, utopian and scientific; imperialism and the "Golden Age of Hope." This course may be repeated for credit when the topic changes.

147—Topics in Twentieth Century European History (3)

The century of war; dictatorships; stabilization and its breakdown; the Cold War and its consequences; the New Europe and the Global System. This course may be repeated for credit when the topic changes. (In alternate years this course will be substituted by a team-taught course called "The Rise and Fall of the Third Reich and the Japanese Empire." History 147/192.)

152—Great Britain and the Commonwealth (3)

Transformation of an empire; Third World members of the Commonwealth; the case of South Africa; the Commonwealth and the Common Market.

154—History of Spain (3)

A study of the Iberian Peninsula from pre-Roman times to the modern era. Emphasis upon the geographical setting, influence of the Moslem conquest, and forces contributing to overseas colonization. Special attention given to Spain's role in European affairs.

155—Tsarist Russia (3)

A study of the development of the Russian state from the rise of Kievan Russia to the first twentieth century revolution. Special emphasis on the role of the Tsarist autocracy, the Orthodox Church, and pan-Slavism.

156—Communist Russia (3)

An analysis of the rise of Bolshevik Russia; examination of the growth of the Soviet state in its prolonged condition of revolution. (In alternate years this course will be substituted by a team-taught course called "Revolutions East and West—Chinese and Bolshevik." History 156/191.)

160-161—Latin America I and II (3-3)

The age of discovery; Indian civilizations; social, political, and religious institutions introduced to the New World; forces contributing to the movement for independence from Spain and Portugal; social and cultural developments. Part II: Rise of Mexico and the nations of South America as independent republics from 1821 to the present. Studies of church-state relationships, dictatorships, land problems, cultural and social institutions, and the Organization of American States.

170—United States Constitutional History I and II (3-3)

English and colonial origins and the first state constitutions; the Articles of Confederation; the convention and ratification of the Constitution; establishment of the new government and constitutional issues related thereto. Additional topics will include Jeffersonian democracy and the judicial nationalism of John Marshall; Jacksonian democracy and the development of states' rights; the slavery controversy, sectional conflict, secession and the Civil War.

Part II

Establishment of civil rights; doctrine of vested rights combined with substantive due process; judicial review vs. states' social legis-

lation; liberal nationalism and the Progressive movement. Topics will also include Wilson's New Freedom, Roosevelt's New Deal; the question of civil liberties; the Communist question and minority movements.

171—Topics in Early American History (3)

Political, economic, social, and cultural history of the colonial period with emphasis upon English, French and other colonial governments. The American Revolution, the Federalist era, Jeffersonian democracy, the Era of Good Feelings, and the Age of Jackson. This course may be repeated for credit when the topic changes.

173—Makers of American History (3)

Studies through the biographical approach of famous Americans from Colonial America to the present day.

174—Civil War and Reconstruction (3)

Political, economic, social, and military aspects of the struggles between the Union and the Confederacy; the aftermath and its effect on the U. S. in later years.

175—Topics in Twentieth Century America (3)

World War I, Capitalism, Democracy, the Roaring Twenties, World War II, the Cold War, Great Depression and other topics. May be repeated for credit when the topic changes.

176-177—United States Diplomatic History I & II (3-3)

Survey of foreign relations of the U. S. from the Revolutionary War to the Spanish-American War. Part II covers U. S. in the 20th century.

178—Topics in Intellectual and Social History of the U. S. (3)

Deals with ideas and movements such as: Constitutionalism, Liberalism, Sectionalism, and Slavery through Reconstruction. Includes topics such as Monetary systems; Communications; Vanishing Frontier; Labor; Trusts; Immigration; the Gilded Age; Mass-Culture and the Lost Generation.

180-181—The American West I & II (3-3)

Discovery, exploration, and settlement of the Trans-Mississippi West to the time of the War with Mexico. Analysis and interpretation of the role of the American Indian, trapping, trading, the United States Army. Part II (181): from 1848 to the present day, mining, Indian Wars, agricultural West, water and the arid regions. The American West as a region economically, socially, and politically important. 180 is not a prerequisite to 181.

182—The Spanish Borderlands (3)

Discovery, exploration, and settlement of the North American region from Florida to Alaska encompassing the north-Mexican states and the Pacific Ocean from 1500 to 1800. 182 is not a prerequisite to 183.

183—Mexican-American History (3)

19th and 20th century borderlands studies. Emphasis on U. S.-

Mexican relations; the impact in present-day society of the Hispanic and Mexican cultural traits and values.

185—Indians of the Californias (3)

Studies of the Indians of Alta and Baja California from the time of their arrival in North America until the end of Spanish rule, about 1821. Theory and field methods included.

186—The Pacific Ocean in History (3)

History of maritime activities in the Pacific with emphasis on discovery and exploration. Study of Spanish, Portuguese, French, English, Dutch, and Russian sea expansion. Concentration: The Spanish Manila Galleon trade and 18th century scientific expeditions.

187—History of Baja California (3)

History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to the present day. Emphasis on land, sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period.

188-189—History of California I & II (3-3)

Part I: California from its discovery to the Mexican War with emphasis upon Spanish and Mexican cultural contributions. Special attention given to the role of San Diego. Part II: The growth of California from 1848 to the present day with emphasis upon political, economic, and cultural forces explaining the role of California in the 20th century. Part I is not a prerequisite to Part II. (Every year.)

190—Traditional China (3)

A study in depth of key aspects of Chinese culture and what it means to be distinctively Chinese. This will include the philosophical, sociological, and political evolution of the Chinese civilization through the period of Western impact and the collapse of the Ch'ing Dynasty.

191—Modern China (3)

An analysis and interpretation of the continuing era of revolution to the founding of the People's Republic of China. Emphasis will be on the conflicting ideologies of nationalism, Communism, traditionalism, and modernism.

192—Topics in Asian History (3)

A critical study in problems related to East Asia, including such courses as China and Russia, China and the United States, China and the Third World, Nationalism and Communism in Asia and other relevant topics. The course may be repeated for credit when the topic changes each semester. (In alternate years this course will be substituted by a team-taught course called "The Rise and Fall of the Third Reich and the Japanese Empire," History 147/192, or "Revolutions East and West—Chinese and Bolshevik," History 156/192.)

193—The Nineteenth and Twentieth Century Middle East (3)

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism, and the paths to independence.

194—Problems in Post-war Middle East (3)

Alternate courses in such topics as: The Middle East, Trends and Challenges; The Middle East and the Third World; The Middle East and the Great Powers; other relevant topics. The course may be repeated for credit when the topic changes.

195—Nineteenth and Twentieth Century Africa (3)

The investigation of such topics as the Pre-colonial period, Colonial period, and New Imperialism, Colonial Administration, Nationalism, and the road to independence.

196—Problems in Independent Africa (3)

A critical study of contemporary problems in the new African states including alternating courses such as: Africa in the African World; Africa and the Great Powers; Africa in the Third World and other relevant topics. The course may be repeated for credit when the topic changes.

199—Independent Study (1-3)

The History Department offers several team-taught courses in comparative studies of two contemporary geo-historical events. These courses will be scheduled in alternate years and will satisfy credit in either the European or the non-Western areas at the student's option.

Note: For graduate courses in History, see Graduate Division Bulletin.

INTERNATIONAL RELATIONS

Ernest N. Morin, Ph.D., Chairman,
Department of Political Science

John S. Chambers, M.A.

Herschel A. House, B.S.

Donald H. Lintz, J.D.

Gabriela S. Myers, Ph.D.

Gilbert L. Oddo, Ph.D.

A. Paul Theil, Ph.D.

The International Relations major is recommended as a field of study for those students seeking careers abroad in government or in private industry, for teachers, for those planning careers in journalism, law, and related fields, and for those who intend to go on to graduate studies.

The major consists of not less than 45 upper division units selected in consultation with an advisor from the Political Science faculty.

Eighteen of these units must be in Political Science, twelve in History, and the remainder selected from pertinent courses in Art, Economics, English, Religious Studies, and Philosophy.

Preparation for the Major: Political Science 15; History 11-12 or 21-22; Art 33A-B, Economics 1 and 2, and the General Education requirements.

The Major: Forty-five units of upper division units to include:

- A. Political Science 120, 127, 154, 178 plus 2 courses (6 units from the following:

Political Science 140—Politics of South-Southeast Asia (3)
150—Politics in Great Britain (3)
180—Politics in the USSR (3)
181—Politics in Eastern Europe (3)
186—Politics in Latin America (3)
190—Politics of China and Japan (3)
192—Politics in the Middle East (3)
194—Politics in the African States (3)

- B. History 176-177 plus 2 courses (6 units) selected from the following:

History 147—Topics in Twentieth Century European History (3)
154—History of Spain (3)
156—Communist Russia (3)
160-161—Latin America I & II (3-3)
191—Modern China (3)
192—Topics in Asian History (3)
193—The Nineteenth and Twentieth Century Middle East (3)
195—Nineteenth and Twentieth Century Africa (3)
196—Problems in Independent Africa (3)

- C. Art 133—History of Modern Art (3) or
Art 135—History of Oriental Art (3)

- D. Economics 133—International Economics (3)
Economics 140—History of Economic Thought (3)

- E. English—one course (3) in either
English 163—Modern Continental Literature (3) or
English 180—Oriental Literature (3)

- F. Religious Studies 110—History of Eastern Religions (3)

The Minor: Political Science 15, 120, 127 and six additional upper division units selected in consultation with an advisor from the Political Science faculty.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Art 33B (3)	Economics 1 (3)	Economics 2 (3)
Art 33A (3)	History 12 (3)	G. E. or	G. E. or
History 11 (3)	G. E. or	Elective (12)	Elective (12-13)
Pol. Sci. 15 (3)	Elective (9-10)		
G. E. or			
Elective (3-4)			
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Pol. Sci. 154 (3)	Pol. Sci. 120 (3)	Pol. Sci. 127 (3)	Elective (12)
History 176 (3)	History 177 (3)	Pol. Sci. 178 (3)	Pol. Sci. 127 (3)
Economics 133 (3)	Art 133 or 135 (3)	Elective (3)	
Relig. Stud. 110 (3)	G. E. or	Eng. 163 or 180	
G. E. or	Elective (6-7)	(3)	
Elective (3)		Econ. 140 (3)	

JOURNALISM

20—Journalism I (2)

General study of newspaper production. Methods of news gathering, reporting, writing, editing. The elements of the story, the interview, the news conference. College publications used as laboratory.

21—Journalism II (2)

History of journalism and journalists. Area news reporting (science, religion, sports, politics, arts, etc.), advanced writing (critical reviews, features, editorials). Emphasis on style and makeup. College publications used as laboratory.

120—Advanced Journalism (1)

Theory and practice in newspaper production; includes editing, with emphasis on the achievement of meaning in written communication, headline writing, typography, and the principles of makeup. College publications used as laboratory. May be repeated for a total of four units.

LATIN

1-2—Elementary (5-5)

Instruction about language and the learning of languages. Saturation in essentials. Sounds, forms, syntax; reading comprehension. (Every year.)

199—Special Study (1 to 3)

Independent reading.

LIBRARY SCIENCE

Marian P. Holleman, M.A., M.L.S.

The University of San Diego offers professional education in librarianship. Subjects which are essential background for all librarians are covered in the courses.

The Minor: The eighteen units of work should include Library Science 100, 141, 142, 244, and six additional units.

1—Research Methods (1)

A positive relationship exists between knowledge of library usage and academic effectiveness. The goal of this course is the instruction of students in the use of the library and its resources as a tool of educational achievement. The course is taken in connection with another course in a specific discipline, and students will learn the techniques of searching out in-depth information sources in that discipline.

100—Library in Society (3)

Libraries and the profession of librarianship, evolution of the library as a social institution, functions of the modern library; survey of professional library literature, professional philosophy and ethics.

141—Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

142—Cataloguing and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

154—Reading for Children and Young Adults (3)

Historical background of children's literature and critical analysis of folklore, legends, myths, and modern imaginative literature as an essential part of the whole realm of literary activity. A discussion of the criteria for selection of books suitable for children and adolescents in relation to their interests, special needs, and abilities.

244—Building Library Collections (3)

Problems and techniques of collection building relating to the acquisition of book and non-book materials. The student will read widely among current books in different subject fields to establish standards of evaluation and familiarity with reviewing media.

For additional graduate courses in Library Science, see Graduate School Bulletin.

MATHEMATICS

Dwight R. Bean, Ph.D.,

William E. deMalignon, M.A.

Jack Pope, Ph.D.

Alphonse G. Zukowski, M.A.

The program in Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Mathematics 50, 51, 52	12 units
Mathematics 121A-121B	6 units
Physics 50, 100	8 units
Upper division mathematics electives	18 units

Note: Math 5, Math 10, Math 12, Math 86, Math 100, and Math 133 do not satisfy requirements for the major or minor in mathematics.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Math 51 (4)	Math 52 (4)	Math. u.d. (3)
Math 50 (4)	Physics 50 (4)	Physics 100 (4)	G. E. or
G. E. or	G. E. or	G. E. or	Elective (12)
Elective (9)	Elective (9)	Elective (9)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Math. u.d. (6)	Math. u.d. (6)	Mathematics (6)	Mathematics (6)
G. E., Minor or	G. E., Minor or	G. E., Minor or	G. E., Minor or
Elective (9)	Elective (9-11)	Elective (9-11)	Elective (10)

5—Liberal Arts Mathematics I (3)

A general education course in college mathematics, including logic, designed to give a cultural mathematical background to students of the humanities. (Every semester.)

10—Basic Algebra (3)

A survey of basic mathematical skills for students with insufficient mathematics preparation. This course does not satisfy general education or requirements for a major or minor in mathematics.

- 11—Elementary Mathematics (3)
A study of sets, logic, algebraic processes, logarithms, equations and their graphs, elementary functions, linear systems and linear programming. (Every semester.)
- 12—Essentials of Trigonometry (1)
Definitions, solutions of right triangles, graphs, identities and inverse trigonometric functions. (Every semester.)
- 14—Survey of Calculus (3)
A terminal mathematics course giving an introduction to the formulas and techniques of elementary differential and integral calculus. Note: This course is not equivalent to Math. 50, and will not serve as a prerequisite to Math. 51. Prerequisite: Math 11 or equivalent. (Every semester.)
- 15—Introduction to Probability and Statistics (3)
Probability as a mathematical system; random variables and their distributions; limit theorems; topics in statistical inference. Prerequisite: Math. 11 or equivalent. (Every semester.)
- 50—Calculus I (4)
Fundamental notions of analytic geometry, differential and integral calculus with elementary applications. Prerequisite: Math. 11 and 12 or advanced placement. (Every semester.)
- 51—Calculus II (4)
Transcendental functions, integration techniques, polar coordinates, applications to geometry, mechanics, other sciences. Prerequisite: Math. 50 or equivalent. (Every semester.)
- 52—Calculus III (4)
Infinite Series, partial derivatives, multiple integration, elements of differential equations, applications. Prerequisite: Math. 51 or equivalent. (Every semester.)
- 86—Introduction to Computer Programming (3)
Algorithms, programs and computers. Programming in a problem oriented language. Survey of computers, languages, systems, and applications. Prerequisite: Math 11 or equivalent.
- 100—Algebraic Foundations of the Number System (3)
Pre-number ideas, whole numbers, names for numbers, numeration systems; place value, techniques of algebraic operations; number line; points, lines, and planes; linear and angular measure; factors and primes; rational numbers. (Fall.)
- 114—Theory and Application of Matrices (3)
Elementary operations, determinants, adjoint and inverse of square matrices, linear equations, vector spaces, congruence, bilinear forms, hermitian forms, characteristic equations, eigenvalues and vectors, invariant vectors, and spaces, real symmetric matrices, orthogonal similarity, normal matrices, applications to physical problems.

115—Theory of Numbers (3)

Fundamental theorems on divisibility, least residues, Fermat's theorem, Euler's generalization, Euler's function, theorem of congruences, linear congruences, Chinese remainder theorem, quadratic residues, reciprocity law.

119—Ordinary Differential Equations (3)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, applications. Prerequisite: Math 52.

120—Partial Differential Equations (3)

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, applications. Prerequisite: Math. 119.

121A-121B—Advanced Calculus (3-3)

A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisite: Math 52.

124—Topology (3)

Set theory, sets, relations, mappings, topological properties of spaces, metrization, compactness, continuity, connectedness. Properties of arcs and curves. Special topics. (Fall, 1975.)

125—Complex Function Theory (3)

Analytic function theory, power series, analytic continuation, conformal mapping, applications. Prerequisite: Math 52. (Spring, 1977.)

128—Differential Geometry (3)

Affine coordinate systems and translations; tensors and transformations, reciprocal systems, covariant and contravariant vectors; space curves, lines, planes, quadric cone and conics; curvilinear coordinates and applications to physics. Prerequisite: Analytical geometry and calculus. (A basic understanding of vectors is desirable but not absolutely necessary.)

131—Numerical Analysis I (3)

Basic concepts, finite differences, classical interpolation formulas, numerical differentiation and integration. Problem solving on the computer. Prerequisite: Math 14.

132—Numerical Analysis II (3)

Systems of linear equations, numerical solutions of differential and difference equations, method of least squares, applications. Prerequisite: Math. 131.

133—Intermediate Programming (3)

Computer systems organization. Macro definition and generation. Programming techniques and recent developments. Several computer projects. Prerequisite: Math 86 or equivalent.

140—**Mathematical Statistics and Probability (3)**

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, central limit theorem, statistical inference and tests of hypotheses. Prerequisite: Math 52 or consent of instructor. (Spring, 1976.)

156—**Algebraic Systems (3)**

An introduction to groups, rings, integral domains, division rings, fields, vector spaces and algebras. Applications of these systems to other branches of mathematics. (Fall, 1976.)

181—**Symbolic Logic (Philosophy 181) (3)**

An introduction to symbolic logic. Simple operations of the Boolean algebra. Classical logic from an axiomatic basis. May be taken for either mathematics or philosophy credit. (Spring, every year.)

199—**Individual Studies or Seminar (3)**

Student reading and research in selected special topics; student presentations. May be repeated once for credit with a different topic. Prerequisite: consent of instructor.

200—**Graduate Seminar (3)**

Reading and research in selected topics suitable for graduate standing and the MAT program. May be repeated for credit. Prerequisite: graduate standing and consent of the instructor.

MUSIC

Henry Kolar, D.M.A., Chairman,
Department of Fine Arts
Robert A. Austin, M.F.A.
Marjorie L. Hart, M.A.
Ilana Mysior, M.Mus.

Preparation for the Major: Music 1, 2, 3, 4.

The Major: The twenty-four units of upper division work in the 40 required music units should include Music 105, 108, 120A-120B, and three music literature courses.

Requirements for Music Majors:

All majors are required to participate in *one* performing organization each semester. Sufficiently prepared orchestral instrumentalists are expected to perform in the USD Symphony.

Attendance and participation in the weekly performance seminar is required of majors *and* minors. Each semester student transcripts will reflect attendance and participation on a P/F basis.

Attendance at Junior and Senior recitals is considered a departmental obligation as well as a means toward further musical growth.

Performance Majors:

Junior Recitals—Private, approximately thirty minutes in length.

Senior Recitals—Private, standard concert length. With faculty approval, may be given as a public concert.

Musicologists: Those music majors not having a voice or instrument major, *i.e.*, private study through most of their college attendance, will give a lecture recital on private research; one-half of a program for juniors, full program for seniors.

Composition Majors: Representative original works to be presented publicly.

All recitalists must audition for the music faculty at least six weeks prior to performance date.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Music 2 (3)	Music 3 (3)	Music 4 (3)
Music 1 (3)	G. E. or	G. E. or	Music 105 (3)
G. E. or	Elective (12-13)	Elective (12-13)	G. E. or
Elective (9-11)			Elective (9)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Music, u.d. (6)	Music, u.d. (6)	Music, u.d. (6)	Music, u.d. (6)
G. E., Minor or	G. E., Minor or	G. E., Minor or	G. E., Minor or
Elective (9-10)	Elective (9-10)	Elective (9-10)	Elective (9)

1-2—Harmony (3-3)

Elementary Harmony; triads and their inversions, simple modulations and transpositions; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard and ear training. (Every year.)

3—Counterpoint (3)

The study of melodic design and the art of combining melodies, based on the practices of eighteenth-century polyphony. Prerequisite: Harmony 1-2. (Fall, every year.)

4—Twentieth Century Harmony (3)

Continued analysis with emphasis on 20th century melodic and harmonic techniques and devices. Prerequisite: Music 3 or equivalent. (Spring, every year.)

20—Class Piano Instruction (1)

Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly. (Every semester.)

21—Intermediate Class Piano (1)

A continuation of piano playing basics begun in Music 20, *Class Piano Instruction*. More advanced compositions and techniques of piano will be studied.

22—Strings (1)

Class instruction on the stringed instruments, violin, viola, cello, and string bass. Lectures followed by practical application on the instruments.

23—Brass (1)

Class instruction on the treble clef and bass clef instruments. Lectures followed by practical application on the instruments.

24—Woodwinds (1)

Class instruction on the clarinet during the first semester with concentration on the oboe, flute, and bassoon during the second semester. Lectures followed by practical application on the instrument.

30—Music Appreciation (3)

A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music. (Every semester.)

31-36 (131-136)—Applied Music (1-1)

31: Piano

36: String Bass

32: Voice

37: Woodwinds

33: Violin

38: Brass

34: Cello

39: Percussion

35: Organ

40: Classic Guitar

End-semester auditions of 10-15 minutes each before music faculty will constitute partial final grade. (Every semester.)

45—Basic Skills (2)

Learning music notation, rhythm and chord structure through the recorder, piano and autoharp.

52—Introduction to Liturgical Music (1)

Plainsong and polyphony in liturgical ceremonies. One hour lecture-lab weekly. Implementation and experimentation five hours per week at daily liturgical functions. Open to seminarians.

62 (162)—University Chorus (1)

Choral music of different styles and periods. Performances of major works with the University Orchestra. (Every semester.)

63 (163)—Ensemble (1-1)

Open to instrumentalists, pianists, and vocalists, by consent of the instructor. (Every semester.)

64 (164)—Opera Workshop (1-2)

Performances in costume of opera scenes and complete operas. Training in the behind the scenes preparation of productions, staging, coaching, directing, etc. (Every semester.)

65 (165)—University Orchestra (1)

The study and performance of symphonic literature. (Every semester.)

105—Form and Analysis (3)

A study of the basic elements characterizing musical form; its structure, style, and development through the music periods. (Spring, every year.)

107—Composition (3)

Practical application of basic compositional skills through a study of contemporary techniques. Original work by the student in the small forms, both vocal and instrumental.

108—Basic Orchestration (3)

Exercises in analysis of orchestral scores, and practical orchestration. (Fall, every year.)

120A-120B—History of Music in Western Civilization (3-3)

A comprehensive view of the whole field of music in western civilization in its historical sequence and development. (Every year.)

124—Music of the Renaissance (3)

A study of vocal and instrumental music from Josquin des Pres to Monteverdi.

125—Music of the Baroque and Classical Periods (3)

A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings.

126—Music of the Romantic Period (3)

A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings.

128—Twentieth-Century Music (3)

A survey of modern methods of composition showing a reasonable evolution of new scales, melodic lines, chordal combinations and new rhythmic freedom: Debussy to present day composers.

129—Russian Composers (3)

A study of the music of Russian composers from the nineteenth century to the present through lectures, readings, and recordings. (Fall, 1975.)

143—Conducting (3)

Practical experience in score reading and conducting techniques.

145—Music of Other Cultures (3)

A survey of traditional and folk music of western and non-western cultures. (Fall, every year.)

167—String Literature (3)

A study through records and live performances of the literature for violin, viola, cello, and string bass.

168—Vocal Literature (3)

A study through records and live performances of the literature for voice.

169—Piano Literature (3)

A study through records and live performances of the literature for piano.

170—History of the Opera (3)

The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century.

199—Independent Study (1-3)

Individual work in theory, composition, or musicology with the approval of the music faculty.

NATIVE AMERICAN STUDIES

Dennis M. Clausen, Ph.D., Coordinator
American Studies

The Minor: 18 upper division units chosen from the following courses, but no more than six units in any one discipline.

Anthropology 120, Ethnology (3)

Anthropology 140, Kinship and Society (3)

Biology 122, Field Botany (3)*

Biology 147, Human Anatomy (4)*

French, German or Spanish 138, Structural Linguistics (3)

History 180-181, The American West I-II (3-3)

History 185, Indians of the Californias (3)

History 280, History of the American Indian (3)

Psychology 146, Human Relations (3)

Religious Studies 123, Spiritual Vision of the American Indian (3)

Sociology 137, Indians Yesterday and Today (3)

*Strongly recommended, especially for students interested in majors such as Anthropology or Art.

NON-WESTERN STUDIES

Carl L. Gilbert, Ph.D.,
Coordinator

Recommended preparation for the Major:

History 21-22, and completion of General Education requirements.

The Major:

36 hours of which 24 must be upper division distributed as follows:

15 hours, one area of disciplines

9 hours, second area of disciplines

9 hours, area electives

3 hours, Senior Colloquium or project.

Non-Western Studies majors must also complete a minor consisting of 18 units in a single discipline or another geocultural area.

The Minor:

18 units in Non-Western Studies.

Courses Available for the Major or Minor:

Social Sciences:

- History 186, The Pacific Ocean in History (3)
- History 190, Traditional China (3)
- History 191, Modern China (3)
- History 192, Topics in Asian History
 - A—Japan, The Last Days of Empire (3)
 - B—India, Emergence of a Nation (3)
 - C—U. S., China and Russia (3)
 - D—Japan, Emergence of a Nation (3)
 - E—China and the Third World (3)
 - F—Nationalism and Communism in Asia (3)
- History 193, 19th and 20th Century Mid-East (3)
- History 194, Problems in The Post-War Middle East
 - A—Middle East: Trends and Challenges (3)
 - B—Middle East and The Third World (3)
 - C—Middle East and The Great Powers (3)
- History 195, 19th and 20th Century Africa (3)
- History 196, Problems in Independent Africa
 - A—Africa in The World Arena (3)
 - B—Africa in The Third World (3)
 - C—Africa in The African World (3)
- Political Science 140, Politics in S.E. Asia (3)
- Political Science 190, Politics in China and Japan (3)
- Political Science 192, Politics in the Middle East (3)
- Political Science 194, Politics of the African States (3)

Humanities:

- English 180, Oriental Literature (3)
- Art 112, Seminar, Black Art (3)
- Art 135, History of Oriental Art (3)

Religious Studies:

- Religion 110, History of Eastern Religions (3)
- Religion 115, World Religions—Hinduism (3)
- Religion 120, World Religions—Buddhism (3)
- Plus variously scheduled seminars during summer sessions.

Behavioral Sciences:

- Anthropology 2, Cultural Anthropology (3)
- Anthropology 30, Archaeology (3)
- Anthropology 120, Ethnology (3)
- Anthropology 128, Peoples of the South Pacific (3)
- Anthropology 140, Kinship and Social Organization (3)
- Anthropology 150, Language and Culture (3)
- Anthropology 160, Primitive Religions (3)
- Anthropology 176, Culture Change (3)
- Anthropology 180, Culture and Personality (3)
- Anthropology 196, Problems in Cultural Anthropology (3)

Philosophy:

- Philosophy 158, Contemporary Arabian Philosophy (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under Non-Western Studies provided that they conform to the area distribution as outlined for the Major.

PHILOSOPHY

John J. Donnelly, Ph.D.
Chairman

Reverend Thomas J. Carlin, Ph.L.

Joseph P. Ghougassian, Ph.D.

Patrick J. Hurley, Ph.D.

Reverend William L. Shipley, Ph.D.

John W. Swanke, Ph.D.

The Department of Philosophy aims to bring a high standard of intellectual maturity and moral integrity to all students, and especially philosophy majors, by introducing them to the thoughts of the greatest thinkers of all times. In particular, to develop habits of:

Intellectual curiosity and disciplined independence of judgment

Certitude of fundamental principles

Facility and accuracy in reasoning

Breadth of synthesis in the integration of the sciences and of the arts

Insight in the analysis of individual and social problems in terms of man's destiny

Convictions requisite for personal integrity in the attainment of that human destiny

The beginnings of wisdom, both speculative and practical, as a natural culmination of the preceding.

The Major:

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Philosophy 26, 60, 71 or 72, 73 or 74 12 units

Philosophy 110, 115, 125, 135, 136 or 164, and 9 units

Philosophy, u.d. 24 units

The Minor: Of the 18 units required, 9 are to be upper division and are ordinarily to include Philosophy 110 or 115, and Philosophy 136 or 164.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3) Phil. 25 (3) G. E. or Elective (9)	Phil. 60 (3) G. E. or Elective (12)	Phil. 71 or 72 (3) G. E. or Elective (12)	Phil. 73 or 74 (3) G. E. or Elective (12)
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Phil. 110 (3) Phil. u.d. (3) G. E. or Elective (9-10)	Phil. 115 (3) Phil. 125 (3) G. E. or Elective (9-11)	Phil. 135 (3) Phil. u.d. (3) G. E. or Elective (10)	Phil. 136 or 164 (3) Phil. u.d. (3) G. E. or Elective (9-11)

10—Introduction to Philosophy (3)

A basic orientation course treating of the principal problems of philosophy, such as knowledge, man, values, nature, God, etc. Presentation will be made in a logical and systematic way to show the student the consistency and coherence of the thinking process. A historical approach may also be used as a means of further clarification of the topics being discussed. (Every semester.)

25—Logic (3)

A study of traditional logic as the science and art of correct thinking. A consideration of the concept and the term, the judgment and the proposition, and reasoning, both deductive and inductive. (Every semester.)

60—Philosophy of Man (3)

A study of the fundamental principles and properties characteristic of living corporeal beings, with emphasis on the basic activities, powers, and nature of man. (Every semester.)

71—Ancient Philosophy (3)

The Pre-Socratics to St. Anselm. A survey. (Fall.)

72—Medieval Philosophy (3)

St. Anselm to Descartes. A survey. (Fall.)

73—Modern Philosophy (3)

Descartes to Engels. A survey. (Spring.)

74—Contemporary Philosophy (3)

Engels to the present. A survey. (Spring.)

100—Aesthetics (3)

A study of the beautiful, especially as created by man. An inquiry

into the nature of art, its relation to the powers and activities of man, its evaluation. (Fall.)

110—**Metaphysics (3)**

A study of the fundamental principles and properties of finite beings. An examination of changing realities and their existence, of limitation, analogy, causality, unity, truth, good. (Fall, every year.)

115—**Philosophy of Knowledge (3)**

The problem of the validity of human knowledge. A critical evaluation of its truth and certitude. Comparison of various epistemological positions. Prerequisites: Philosophy 25, 60, 110 or consent of department chairman. (Spring, every year.)

125—**Philosophy of God (3)**

An intensive study of the existence and nature and operations of God. Includes an inquiry into the problem of divine providence and human freedom. Prerequisite: Philosophy 110 or consent of department chairman. (Spring, every year.)

130—**Ethics (3)**

A study of the general principles of ethics, and of their application to the different types of human conduct. (Every semester.)

135—**Principles of Ethics (3)**

A study of the general principles of ethical conduct. Objective and subjective norms. Freedom, responsibility, obligation, law, rights, conscience, habits. (Fall, every year.)

136—**Applied Ethics (3)**

A study of the applications of ethical principles to the different types of human conduct. Prerequisite: Philosophy 135. (Spring, every year.)

137—**Philosophy of Love (3)**

A course aimed at tracing the definition and understanding of love through the history of thought in order to obtain an understanding of this reality which claims such an important role in today's living. Classical, ancient, and contemporary thinkers are studied from many disciplines for a more comprehensive view of the topic.

143—**Major Ancient Schools (3)**

The early physicists, Platonism, Aristotelian philosophy, Stoicism, Epicurean thought. An intensive examination of one or more of these schools, focusing upon important representatives.

150—**Studies of Philosophical Method (3)**

A comparison of the philosophical methods studied in the basic courses with those advocated by thinkers like Descartes, Husserl, Bergson, Russell, etc.

151—**Studies in Natural Philosophy (3)**

A consideration of motion, time, place, etc. comparing the doctrine of the *Physics*, Books III and IV with parallel discussions in Galileo, Newton, and contemporary physicists.

152—Studies of Man (3)

A more detailed treatment of human knowledge, emotion, and choice, continuing the work of Philosophy 60. Review of traditional positions with reference to thinkers like Descartes, James, Freud, Sartre.

153—Studies in Ethics (3)

A discussion of major ethical questions, e.g., the nature of justice. Readings in thinkers like Mill, Kant, Sartre relating their views to positions considered in previous courses and to contemporary moral problems. (Spring, every year.)

155—Philosophy of Values (3)

An introduction to axiology, the philosophical study of the nature of value in general, and of the principal types of values. The course includes interdisciplinary applications. (Every semester.)

156—Philosophy of Science (3)

Examination of the discourse of experimental science with special emphasis on measurement, law, and theory. The relationship of mathematical physics and of biology to natural philosophy and to philosophical psychology.

157—Major Medieval Schools (3)

Jewish thought, Arabian philosophy, Augustinian philosophy, Thomistic philosophy, nominalism. An intensive examination of one or more of these schools, focusing upon important representatives.

158—Contemporary Arabian Philosophy (3)

A course in which attention will be focused on the great Arab thinkers of the nineteenth and twentieth centuries who have contributed to both Muslim and Christian philosophy in this cross-road of the world.

162—Modern Rationalism and Empiricism (3)

An intensive examination, focusing upon important representatives.

163—Modern Idealism (3)

An intensive examination, focusing upon important representatives.

164—Political Philosophy (3)

The nature and end of the state; relation of the individual's chief good to that of the state; the kinds of states, their institution, preservation, and destruction. Prerequisite: Philosophy 130 or 135. (Spring, every year.)

172—Pragmatism (3)

An intensive examination, focusing upon important representatives.

173—Linguistic Philosophy (3)

An intensive examination, focusing upon important representatives.

174—Phenomenology and Existentialism (3)

An intensive examination, focusing upon important representatives. (Spring, every year.)

175—Process Philosophy (3)

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing, developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers. The objective to be achieved is an in-depth view of the philosopher's concept of reality, man, and God, and their inter-relationships.

178—Philosophy of Education (Education 178) (3)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, methodology, and an assessment of their social and educational significance.

181—Symbolic Logic (Mathematics 181) (3)

An introduction to symbolic logic. Simple operations of the Boolean Algebra. Classical logic from an axiomatic basis. (Spring, every year.)

PHYSICAL EDUCATION

While not required, Physical Education is offered to both men and women students.

Activity credit (one-half unit per semester) is available to students for participation in intramural sports or physical education and recreational activity classes organized by the university. In addition, students may earn one unit of credit per semester for participation in intercollegiate athletics. A maximum of four units of activity or intercollegiate athletics credit may be counted toward graduation. No more than two Physical Education courses may be taken in a single semester.

1—Activities (one-half unit each semester)

Specific intramural sports, physical education classes and recreational activities are announced in the class schedule each semester. May be repeated. (Every semester.)

10—Intercollegiate Competition in Baseball (1)

Participation in athletic competition. May be repeated. (Spring.)

20—Intercollegiate Competition in Basketball (1)

Participation in athletic competition. May be repeated. (Fall or Spring.)

30—Intercollegiate Competition in Golf (1)

Participation in athletic competition. May be repeated. (Spring.)

40—Intercollegiate Competition in Tennis (1)

Participation in athletic competition. May be repeated. (Spring.)

50—Intercollegiate Competition in Volleyball (1)

Participation in athletic competition. May be repeated. (Fall.)

70—Intercollegiate Competition in Football (1) (Fall.)

PHYSICS

Gerald N. Estberg, Ph.D.,
Coordinator

Edward B. Warren, M.S.
Ray H. White, Ph.D.

The University of San Diego offers a program leading to a bachelor's degree in physics, which provides the major with an undergraduate preparation for graduate study or employment in physics and related fields.

The University offers a two-year program for pre-engineering students and for those who have not definitely decided on a specific science major. (See following page for a complete description of this program.) Faculty and students in the Department of Physics participate in an environmental studies program. This is an interdisciplinary program including all of the science areas (contact Dr. Estberg for additional details).

The Major:

The student must satisfy all general education requirements as set forth in this bulletin and complete the following courses:

Preparation for the Major: Physics 21, 22, 50; Mathematics 50, 51, 52; Chemistry 10A-10B.

The Major: The twenty-four units of upper division work must include Physics 100, 101, 124, 125, 126, 127, 180, 181.

A Minor in Mathematics is required for the Physics Major.

Students expecting to attend graduate school are advised to take additional course work in mathematics and as many as possible of the following elective courses in physics: Physics 16, 190, 191, 199.

Students should fulfill as many of the non-science general education requirements as possible during the freshman and sophomore years.

The following program of study fulfills the minimum requirement for a Bachelor of Science degree in physics. If the student is not prepared to take Mathematics 50 in the Fall of the freshman year, it would be preferable to take Mathematics 11 and 12 the summer preceding the freshman year. It would be possible, but difficult, to take Mathematics 11 and 12 in the fall of the freshman year and still begin Physics 50 in the Spring of the freshman year.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Physics 50 (4)	Physics 100 (4)	Physics 101 (3)
Physics 21 (3)	Math 51 (4)	Math 52 (4)	Physics 180 (3)
Physics 22 (1)	G. E. or	Chem. 10A (4)	Chem. 10B (4)
Math 50 (4)	Elective (9)	G. E. or	G. E. or
G. E. or		Elective (3)	Elective (6)
Elective (3-6)			

<u>Junior Year (1)</u>		<u>Senior Year (1)</u>	
Semester I	Semester II	Semester I	Semester II
Physics 124 or 126 (3-4)	Physics 125 or 127 (3-4)	Physics 124 or 126 (3-4)	Physics 125 or 127 (3-4)
Math u.d. (3)	Math u.d. (3)	G. E. or Elective (11)	G. E. or Elective (11)
Physics 181 (3)	G. E. or Elective (10-11)		
G. E. or Elective (7)			

The Minor:

The 18 units required for a minor in Physics must include at least 6 upper division units, and should normally include Physics 50 and 100.

Pre-Engineering Program

This two-year program provides the student with a basic background in the physical sciences and mathematics.

The student who successfully completes this program can transfer to an engineering school at the end of his sophomore year. Most other major engineering schools have similar programs into which the student can transfer, with junior status, after two years. For example, a successful student will be guaranteed admission to the University of Notre Dame and Loyola University (Los Angeles) as a junior engineering major. Under this plan it is possible for the student to complete his bachelor's degree in Mechanical, Civil, or Electrical Engineering in two additional years at Loyola University; he can complete his degree in Aerospace, Electrical and Civil Engineering, Mechanical, Materials Science, and Engineering Science in two additional years at the University of Notre Dame.

Two-year Pre-Engineering Program

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Physics 50 (4)	Physics 100 (4)	Physics 16 (3)
Physics 21 (3)	Math 51 (4)	Physics 181 (3)	Physics 101 (3)
Physics 22 (1)	G. E. or	Math 52 (4)	Physics 180 (3)
Math 50 (4)	Elective (6-9)	Chem. 10A (4)	Chem. 10B (4)
G. E. or Elective (3-6)			G. E. or Elective (3)

16—Computer Fundamentals (3)

A development of the basic principles of analog and digital computers. Two lectures and one three-hour laboratory per week. Prerequisites: Math. 11 or the equivalent. (Spring.)

21—Introduction to Modern Physics (3)

An introductory survey of modern physics. The purpose of this course is to acquaint the student with the fundamental concepts which have unified man's view of the physical world. Particular emphasis will be placed on the atomic and subatomic structure of matter. Three lectures per week. (Fall, every year.)

22—Introduction to Modern Physics Laboratory (1)

Students will perform experiments illustrating the ideas presented in Physics 21. One laboratory weekly. Prerequisite: Concurrent registration in Physics 21. (Fall, every year.)

42—General Physics I (4)

A study of the fundamental principles of mechanics, and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: concurrent registration in Math. 14 or 50. (Fall, every year.)

43—General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 42. (Spring, every year.)

50—Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles of mechanics and wave motion. Three lectures weekly; one three-hour laboratory every two weeks and a recitation period alternate weeks. Prerequisite: concurrent registration in Math. 50. (Spring, every year.)

100—Introduction to Electricity and Magnetism (4)

A study of the fundamental principles of classical electricity and magnetism. Three lectures weekly; one three-hour laboratory every two weeks and a recitation section alternate weeks. Prerequisites: concurrent registration in Math. 51, Physics 50. (Fall, every year.)

101—Introduction to Thermodynamics and Statistical Mechanics (3)

A survey of Thermodynamics and statistical Mechanics and an introduction to Quantum Statistical Mechanics. Three lectures per week. Prerequisites: Math. 52, Physics 100. (Spring.)

124—Electromagnetic Theory I (3)

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 100, Math. 52.

125—Electromagnetic Theory II (3)

Applications of Maxwell's equations in areas such as optics, plasma physics, superconductivity, electrodynamics. Three lectures per week. Prerequisite: Physics 124. (Spring, 1975.)

126—Advanced Modern Physics (4)

An introduction to quantum mechanics and application to atomic, nuclear, and elementary particle physics. Four lectures per week. Prerequisites: Physics 100, Math. 52. (Fall, 1975.)

127—Analytical Mechanics (4)

Statics and dynamics are developed using vector analysis; the Hamiltonian, and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 100, Math. 52. (Spring, 1976.)

180—Electrical Measurements (3)

Development of the fundamental principles of analysis of electrical circuits and of the application of electrical measuring instruments. Two lectures and one laboratory per week. Prerequisites: Physics 50, concurrent registration in Physics 100. (Fall, 1974.)

181—Electronics (3)

This course is offered for students who desire a knowledge of the operation and design of electronic instruments used in various scientific disciplines. Actual analysis of electronic instruments will be included as well as the fundamentals of circuit components and the design and assembly of electronic circuits. Two lectures and one laboratory per week. Prerequisites: Physics 42, 43 or Physics 50, 100 and Math. 14 or 50.

190—Special Topics I (3)

Topics chosen by the instructor in areas such as thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, nuclear and elementary particle physics. Three lectures per week. Prerequisites: Physics 100 and consent of the instructor.

191—Special Topics II (3)

(Same description as Special Topics I) Prerequisites: Physics 100, and consent of the instructor.

199—Research (1-4)

An undergraduate research problem in experimental or theoretical physics or research participation in environmental studies program. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: consent of the instructor.

POLITICAL SCIENCE

Ernest N. Morin, Ph.D.,
Chairman

John S. Chambers, M.A.
James W. Hottois, Ph.D.
Herschel A. House, B.S.
Donald H. Lintz, J.D.
Gabriela S. Myers, Ph.D.
Gilbert L. Oddo, Ph.D.
A. Paul Theil, Ph.D.

The Political Science major prepares the student for graduate study in the field as well as for entering such career fields as government (the largest employer in the United States), teaching, journalism, law, and foreign service (with industry as well as government).

Preparation for the Major: Political Science 1, 15, 95.

The Major: Twenty-four units of upper division work to include Political Science 111, 114, and six units (2 courses) each from 3 of the following areas:

American Institutions

103, 113, 116, 117, 118, 119, 160, 167, 170, 175, 178.

Comparative Government

140, 150, 154, 180, 181, 186, 190, 192, 194.

International Relations

120, 127, 154, 178, Economics 133.

Public Administration

101, 103, 113, 167, Economics 102.

The Minor: Political Science 1, 15, 114 and nine upper division units.**Recommended Program of Study**

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Preceptorial (3)	Pol. Sci. 1 (3)	Pol. Sci. 95 (3)	G. E. or
Pol. Sci. 15 (3)	G. E. or	G. E. or	Elective (15-17)
G. E. or	Elective (12-13)	Elective (12)	
Elective (9-10)			
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Pol. Sci. 111 (3)	Pol. Sci. 114 (3)	Pol. Sci., u.d. (6)	Pol. Sci., u.d. (6)
Pol. Sci., u.d. (3)	Pol. Sci., u.d. (3)	G. E., Minor or	G. E., Minor or
G. E., Minor or	G. E., Minor or	Elective (9-10)	Elective (9-10)
Elective (9)	Elective (9)		

1—Introduction to Political Science (3)

The basic problem to be examined is self-definition of "politics" investigated on theoretical and practical grounds. Two broad approaches will be surveyed: traditional and behavioral. In the traditional vein, the unit of analysis will be the characteristic institution — "the state" and various theories as to the origin of it. The behavioral approach will rest on the individual and how he behaves politically. Concepts, terms, and vocabulary of political science will be covered. (Spring, every year.)

15—Issues in American Politics and History (3)

An analysis of the origin, development, structure, and operation of national, state, and local government in terms of historic political issues. This course meets the State requirement in American history and political institutions. (Every semester.)

95—Statistical Analysis in Politics (3)

This course is designed to acquaint the student with the tools of political analysis and to develop an understanding of statistical description and inference. (Fall, every year.)

101—Principles of Public Administration (3)

General theory and practice of governmental administration at the national, state and local levels. Development and effectuating of

policy and implementation of legislation. Communications, administrative structure, and the role of the public administrator in society. (Spring, 1977.)

103—American Federalism (3)

A study of intergovernmental relations at the boundaries where all three levels of government operate in close proximity. Investigates the philosophy of intergovernmental relations and the coordination of Federal, State, and local action problems. (Fall, 1976.)

111—Political Theory (3)

Examines the origins of such concepts as authority, law, justice, societal obligations and consent, as these first appeared in Western theory from Plato's time, through interpretation and adaptation to the time of Locke, Montesquieu, and Rousseau. Sets the 18th Century background for the impact made by the European theorists upon political thought of Colonial America and later United States. (Fall, every year.)

113—Politics and Parties (3)

An examination of the origin, nature, structure and operation of American political parties and interest groups, and their role in the political process. (Intercession, 1978.)

114—American Political Thought (3)

Political thought from Colonial times. Evolution of the American pattern of democracy. The contribution made to political thought by John Adams, the Federalists, Calhoun, Webster, Woodrow Wilson, and Franklin Roosevelt. (Spring, every year.)

115—California Politics (3)

An analysis of the political picture in the nation's most populous state. The impact that California's political personalities make on the national scene, as well as the impact that San Diego's politicians make on the state level will be assessed. Guest lecturers will include prominent local political figures. (Summer, 1977.)

116—Campaign Politics (3)

This course is designed to include both a strong theoretical orientation to the planning and execution of election strategy and tactics, and a practical application phase during which students work with candidates vying for public office. It will combine classroom lectures and discussions and an opportunity to participate in the election process and will be offered in the fall semester of election years. (Fall, 1978.)

117—Contemporary American Problems (3)

The economic, political, and social problems in our society as these confront our government and decision-makers and form the background for political action. Includes the evolution of these problems and the interlocking of political, social, and economic factors. (Summer, 1977.)

118—The American Presidency (3)

An analysis of the principal institutions, functions, and problems of the presidency and the federal executive branch. Attention is given to presidential leadership, staffing, executive-legislative relations, policy information and electoral policies. (Fall, 1977.)

119—Congress in the American Tradition (3)

A study of the legislative process in the United States. An in-depth analysis of the role of Congress in American politics. A case study approach with emphasis on contemporary Congressional problems on such matters as foreign policy, taxation, and relations with the executive branch. (Spring, 1978.)

120—International Politics (3)

A study of political relations among nations to include national goals, diplomacy, struggles for power, war, etc. Theories looking to significant patterns in world politics are analyzed and discussed. (Spring, every year.)

127—International Law (3)

The theory and practice of international law. Diplomatic intercourse and its problems. The recognition of states. Treaties and alliances. The International Court. (Spring, 1977.)

140—Politics of South-South East Asia (3)

Political institutions and politics of selected states from among India, Pakistan, Ceylon, Kashmir, Bhutan, Sikkim, Nepal, Burma, Cambodia, the Koreas, the Vietnams, Laos, Thailand, the Philippines, or Indonesia. Sketches the growth of selected states and the problems and significance in the modern state system.

150—Politics in Great Britain (3)

Political institutions and politics in the United Kingdom; the constitution, cabinet, parliament, parties and elections, foreign policy, economic problems, etc. Deals mainly with today's activities. (Spring, 1977.)

154—Politics in Western Europe (3)

A study of the political institutions, politics, and integrative organizations of the Western European nations to include social reform, economic policies, defense arrangements, and foreign policy. (Fall, every year.)

160—Political Dynamics (3)

An introduction to the contribution of the behavioral sciences to understanding how the individual behaves in politics. Political socialization, political orientation and political participation are explained as manifested in formation of attitudes, public opinion, group organization and political power. The possibility of developing a science of politics is examined and examples of quantitative and qualitative research methods are described. (Spring, every year.)

167—Administrative Law (3)

Analysis of the functions of regulatory agencies such as the ICC, FTC, Maritime and others. Their impact upon the public and upon

Congress. Practical considerations in the administration of federal law and policies. Administration regulations and quasi-judicial powers. (Spring, 1978.)

170—American Jurisprudence (3)

The nature and function of American law particularly as it relates to political issues and to society. (Fall, every year.)

175—Recent Supreme Court Decisions (3)

An analysis of the impact of recent Supreme Court decisions on politics, minority rights, law enforcement, and the structure of the government. (Intersession, 1977.)

178—Contemporary American Foreign Policy (3)

Problems and issues of current import in American Foreign Policy. The focus is on the decision-making process and the impact of the domestic and international environment on that process. (Fall, every year.)

180—Politics in the USSR (3)

Czarist Russia from 1860. The fall of Czarism and reasons for the Revolution. Governmental institutions of the USSR. Structure of the Communist Party. The political and economic relations with other states. (Spring, 1977.)

181—Politics in Eastern Europe (3)

An analysis of the historical, philosophical, and institutional aspects of the politics. The political relations of the countries with the USSR and significant changes in the relations with the West since World War II. (Fall, 1976.)

186—Politics in Latin America (3)

Government institutions and political processes of selected Central and South American countries. Includes the historical, geographical, economic, social, and cultural factors that have contributed to present political postures. Countries of major emphasis will be specified. The course may be repeated if the emphasis is changed. (Fall, every year.)

190—Politics of China and Japan (3)

A structural-functional analysis of China and Japan in terms of political culture, power, interests, policies, and religions. Emphasis on the policies and problems following World War II, and relationships with other states in the region.

192—Politics in the Middle East (3)

Comprises a description of the political institutions of the Arab states and the historical background of Arab nationalism. There will be an investigation of the Arab view on regional organization and its impact on functional integration and regional security and the attendant problems of the Arab states in international politics and the Palestine problem. (Spring, 1977.)

194—Politics in the African States (3)

The institutions and problems of the non-Mediterranean African

states to include current economic and political groupings and the problems posed by arbitrarily set national boundaries and participation in international politics.

199—Directed Reading or Research (3)

Advanced individual study in the areas listed below. This course is open only to Junior or Senior Political Science majors with a grade point average in political science courses of 3.3 or higher. It may be repeated for credit once only though not in the same area. (Any semester by arrangement.)

Areas:

Public Administration. Prerequisite: 101

American Institutions. Prerequisite: 15

International Relations. Prerequisite: 120 or 178.

Comparative Politics. Prerequisite: Consent of Chairman.

199H—Senior Honors Project in Political Science (1-6)

Objective

To allow qualified Political Science majors to write a thesis on a pertinent subject selected by the student in consultation with a department faculty member for which up to 6 units of credit will be given in the senior year.

Procedure

Applicants must have an overall University grade point average of at least 3.0 and a minimum grade point average of 3.5 in political science courses.

Application for admission to the Honors Project should be made in the Spring semester of the Junior year and students admitted to the program will be notified after the Spring semester grades are known.

Students must submit a thesis acceptable to the faculty of the Political Science department and the thesis advisor, such thesis to be equal in length and research quality to that normally submitted for the masters degree.

Note: For graduate courses in Political Science, see Graduate Division Bulletin.

PSYCHOLOGY

Mary Jane Warren, Ph.D., Chairman
Department of Behavioral Sciences

Doris Durrell, Ph.D.

Barry Michael Haney, Ph.D.

Daniel D. Moriarty, Ph.D.

Gerald Sperrazzo, Ph.D.

A. John Valois, Ph.D.

The objective of the program in psychology is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare.

Plan A equips the psychology major with the prerequisites for successful graduate study in psychology.

Plan B is offered for students whose interests lie in fields where a grounding in psychological knowledge is desirable; such fields include the ministry, primary and secondary education, social work, law, business, personnel, and optometry.

Preparation for the Major:

Plan A: Psychology 1, 2, and 60; Mathematics 11 or 14; English 175.

Plan B: Psychology 1, 2, and 12.

The Major: Plan A:

(Preparation for graduate work)

The 24 units of upper division work must include Psychology 107 (History and Systems); 109 (Developmental Psychology); 119 (Psychological Testing); and 160 (Experimental Psychology).

The Major: Plan B:

(Liberal Arts)

The 24 units of upper division work must include Psychology 109 (Developmental Psychology) or for credential candidates, a substitution approved by the department; 145 (Social Psychology); 152 (Introduction to Methods of Counseling); 107 (History and Systems) or 131 (Theories of Personality).

The Minor:

The total of 18 units must include Psychology 1 and 2 in the lower division and at least three upper division courses including Psychology 107 or 131.

Recommended Program of Study

PLAN A			
Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3) Psychology 1 (3) G. E. or Elective (9-10)	Psychology 2 (4) G. E. or Elective (12-13)	Psychology 60 (3) G. E. or Elective (12-13)	Mathematics 11 or 14 (3) G. E. or Elective (12)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Psychology u.d. (6) English 175 (3) G. E. or Elective (6)	Psychology u.d. (6) G. E. or Elective (10)	Psychology u.d. (6) G. E. or Elective (9)	Psychology u.d. (6) G. E. or Elective (9)

PLAN B

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3) Psychology 1 (3) G. E. or Elective (9-10)	Psychology 2 (4) G. E. or Elective (12-13)	Psychology 12 (3) G. E. or Elective (12-13)	G. E. or Elective (15-16)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Psychology u.d. (6) G. E. or Elective (9-10)	Psychology u.d. (6) G. E. or Elective (9-10)	Psychology u.d. (6) G. E. or Elective (9-10)	Psychology u.d. (6) G. E. or Elective (9-10)

1—Introductory Psychology (3)

General education course in psychology. Emphasizes concepts relating to an understanding of human behavior. Includes growth and development, measurement, intelligence, personality and behavior disorders. (Meets the credential requirement in general psychology.) (Every semester.)

2—Introductory Experimental Psychology (4)

Study of basic principles of psychology with emphasis on experimental aspects. Topics include motivation, sensation, perception, learning, thinking, and statistics. Recommended for those planning additional work in the field. Three hours of lecture and two hours of laboratory work weekly. Prerequisite: Psychology 1. (Every semester.)

12—Psychology of Personal and Social Adjustment (3)

The development of the normal personality. Examination and interpretation of the factors which help an individual to understand himself and adapt to the social world about him. (Fall, every year.)

60—Statistical Methods (3)

Introduction to statistical methods and research design in psychology. Includes consideration of probability theory, measures of central tendency and dispersion, sampling theory, statistical inference, simple correlation, tests of significance, Chi square, and simple variance analysis, and how these techniques are employed in psychological investigation. (Fall, every year.)

107—History and Systems of Psychology (3)

A survey of the historical background of modern psychology with consideration of the major theories and systems. Prerequisite: six upper division units in Psychology or consent of the instructor. (Fall, 1978.)

108—Motivation (3)

Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation. Prerequisite: Psychology 1 and 2. (Spring, 1978.)

109—Developmental Psychology (3)

Study of growth and development of the normal individual from conception through childhood, adolescence, maturity, and old age. Influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual's life. (Fall, 1977.)

110—The Psychology of Human Learning (3)

A study of the growth and development of the learner, and of the learning process. Includes principles of learning, remembering and forgetting, transfer of learning, maturation, motivation, and individual differences in the processes of educational development. Evaluation, test construction and psychological testing will also be considered. Prerequisite: Psychology 1 and 2. (Spring, every year.)

111—Child Psychology (3)

A study of the physiological and psychological aspects of child development emphasizing current research in child psychology as well as a consideration of the major theories and models of child development. Prerequisite: Psychology 1 and 2. (Spring, 1977.)

112—Adolescent Psychology (3)

The study of the physical, intellectual, social, and emotional aspects of the adolescent life. Prerequisite: Psychology 1 or 2. (Spring, 1978.)

113—Identity Formation in Adolescence (3)

Study of adolescent identity formation in the high school years in relation to psychological factors in personal development, the dominant culture of the school and the prevailing national and world social climates. (Spring, 1977.)

119—Psychological Testing (3)

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 1, 2 and 60. (Spring, 1978.)

131—Theories of Personality (3)

Theories and principles of personality with emphasis on major theorists since Freud. Prerequisites: Psychology 1 and 2. (Spring, 1978.)

145—Social Psychology (3)

Group behavior and group membership, socialization of the individual processes of social interaction with critical analysis of psychological factors in major social problems including attitudes, opinions, propaganda, and cultural group processes. Prerequisite: Psychology 1 or 2. (Fall, 1977.)

146—Human Relations (3)

An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving inter-personal relationships. (Spring, every year.)

147—Applied Social Psychology (3)

A study of the practical implications of the principles and concepts of social psychology. Specific topics include advertising, consumer behavior, mass media, prejudice, propaganda, and proxemics. Prerequisite: Psychology 1. (Spring, 1977.)

149—Group Dynamics (3)

The social and Psychological factors related to the dynamic interaction operating in small groups. Topics will include leadership and performance, conformity and influence processes, group decision making, and the structural properties of groups. (Spring, 1978.)

152—Introduction to Methods of Counseling (3)

Introduction to problems, methods, and basic issues of counseling. Prerequisite: Psychology 1 and 2. (Fall, 1978.)

160—Advanced Experimental Psychology (4)

Lectures and experiments applied to the areas of sensation, perception and psychophysics; animal and human learning. Three lectures and one laboratory period weekly. Prerequisites: Psychology 1, 2, and 60. (Spring, 1977.)

161—Animal Behavior: Ethology and Comparative Psychology (3)

The comparative study of the behavior of a number of species of animals. Consideration of differences and similarities, in relation to the biology of the species, will provide new insight into problems of the causation, function, and evolution of behavior. (Fall, 1978.)

162—Primate Behavior (3)

Survey of field and laboratory studies of non-human primate behavior, emphasizing social organization, communication, learning and problem solving abilities of different species of monkeys and apes. Considers how the study of non-human primates can provide insights into the behavior of man. Prerequisites: Psychology 2 or consent of instructor. (Spring, 1977.)

163—Theory of Learning (3)

A critical examination of theories of human and animal learning with emphasis on relevant research. Prerequisite: Psychology 2. (Fall, 1977.)

164—Physiological Psychology (3)

The course is designed to provide the student with an understanding of the structural, morphological, and biochemical aspects of neural, sensory, and motor functions and the physiological correlates of motivation, learning and memory, psychopathology, and intelligence. Prerequisites: Psychology 1 and 2 or consent of instructor. (Spring, 1978.)

167—Behavioral Disorders of Childhood (3)

This course will examine the causes of emotional disorders in childhood, and the effective methods of treatment for childhood disorders. Prerequisite: Psychology 1 or 2. (Fall, every year.)

168—Abnormal Psychology (3)

Study of the dynamics and processes of abnormal behavior with consideration of the biological, psychological and sociological factors involved. Prerequisite: Psychology 1 and 2. (Spring, 1977.)

185—Humanistic Problems in Psychology (3)

The study of the humanistic approach to the study of man. Problems in the psychology of values, religion, alienation, self-actualization, and individuality will be considered. Prerequisite: Psychology 1. (Fall, 1977.)

197—Contemporary Psychological Problems (3)

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary problems in psychology. These will be in depth investigations of limited scope of special concern to the instructor. May be repeated with different topics. Prerequisite: Junior standing. (Every semester.)

198—Practicum (1)

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of 4 units, but restricted to one (1) unit per semester. (Every semester.)

199—Special Study (1-3)

Individual study including library or laboratory research and written reports. Prerequisite: senior standing in psychology and consent of the instructor. (Every semester.)

RELIGIOUS STUDIES

Rev. Norbert J. Rigali, Ph.D.,
Chairman

Rev. Laurence P. Dolan, Ph.D. Cand.

Kathleen M. Dugan, Ph.D. Cand.

Rev. Dennis W. Krouse, S.T.D.

Rev. Jack Lindquist, M. Div.

Rev. Joseph T. McDonnell, M.A.

Raymond Olin Ryland, Ph.D.

Delwin B. Schneider, Ph.D.

Heaven Del Ph.D. CAND.

The lower-division curriculum is divided into two groups of courses. Each of the courses in Group A (RS 10 to 12) is a foundation in theology for students with little or no formal education in the Christian religion. Group B (RS 15 to 17) comprises courses which serve as starting-points in theology for students who begin their university life with greater past experience in the study of Christianity.

Since all upper-division courses presuppose a theological foundation on the part of the student, each student should take at least one lower-division course before entering upper-division classes.

The upper-division courses are divided into two broad areas: Studies in Non-Christian Religions (R.S. 110 to 123) and Christian Theology (R.S. 125 to 198).

Preparation for the Major: Two lower-division courses from Group B.

The Major: Religious Studies 125, 127, 150, a course in biblical theology (R.S. 190 to 198), and twelve elective units.

The Minor: One lower-division course from Group B, Religious Studies 125, 150, and nine elective units.

Group A

10—Exploring Religious Meaning (3)

An investigation of the universal constants in the religious experience of mankind, such as life and death, love, values, myth and symbol, with the Judaeo-Christian tradition as the point of reference.

11—To Believe or Not To Believe (3)

A discussion-oriented course surveying contemporary crises of faith, modern approaches to Christianity, and the Christian faith restated for the twentieth century.

12—Understanding the Bible (3)

An introduction to the basic themes of the Old and New Testaments. The purpose of the course is to acquaint the student with the literature of the Bible. Some attention is given to the literary forms, historical character and formation of the Bible.

Group B

15—Theological Methodology (3)

A course to equip the student with the critical instruments for the scientific investigation of religious experience. Research methods and selected authors are studied to lay the foundation for more advanced studies in theology.

16—Introduction to Biblical Studies (3)

An investigation of the Bible in terms of its formation, historical character, and primary themes. Questions regarding inspiration, canonicity and hermeneutics are treated to equip the student for more advanced biblical studies.

17—Historical Perspectives in Christianity (3)

A study of the development of key Christian doctrines. Special attention is directed to changes in religious expression as influenced by cultural and political factors.

Upper-division Courses

110—History of Eastern Religions (3)

A study of Chinese and Japanese religions, Islam and their points of contact with Christianity.

115—World Religions: Hinduism (3)

An historical and systematic study of Indian religion from the Vedic revelation to modern theologians with special emphasis on points of contact between Hinduism and Christianity.

120—World Religions: Buddhism (3)

A systematic study of the life and teaching of Gautama and an investigation of Buddhism in India, Southeast Asia, China and Japan. Special attention is paid to the contemporary response of Christianity to Buddhism.

123—The Spiritual Vision of the American Indian (3)

An historical and systematic investigation into the spiritual contribution of the American Indian, his ethos and his meaning for Christianity and the future of mankind. Offered periodically.

125—Who is Jesus? (3)

A theological analysis of the person and work of Christ in his relationship to mankind.

126—Christian Understanding of the Human Person (3)

A theological exploration of the meaning and dignity of the human person in terms of his relationships to God and the rest of creation.

127—The Christian at Prayer and Celebration (3)

An introduction to the study of Christian liturgy through an examination of the history of liturgical practice, of myth and symbol as dimensions of sacramentality, of the history of the liturgical movement, and of theological and cultural principles of celebration.

128—Christian Liberation (3)

An exploration of the relationship between the continuing redemption of Christ and socio-political movements toward liberation from oppressive, dehumanizing conditions.

130—Morality and the Christian (3)

An investigation of the foundations of the behavior, values and ideals of the Christian life.

135—Christian Marriage (3)

A theological study of Christian marriage, based upon historical and contemporary data.

140—Christian Social Ethics (3)

A study of the development of Christian social consciousness from biblical times to the present.

145—In Search of Christian Unity (3)

An exploration of the relationships among Roman Catholicism, the Reformation Churches, Anglicanism and Eastern Orthodoxy. Special attention is directed to the ecumenical movement.

150—The Community Called Church (3)

From the perspective of Catholicism, the course deals with the questions, What is the Church? Who are the Church?

151—Christian Origins (3)

A study of the emergence of Christianity from its Jewish matrix through an examination of the New Testament and other early Christian texts. Identification and evaluation of the constants in Christian tradition as derived from apostolic Christianity.

175—The Presence of God in the World (3)

A study of the Christian understanding of grace and the Trinity. Particular attention is directed to key moments of clarification in the history of Christian tradition.

176—The Problem of God (3)

A study of the question about God as posed by modern thinkers, such as Nietzsche and Camus, and of its history from biblical times. Particular attention is given to the different approaches to God arising in various historical contexts.

180—Eucharist (3)

An examination of Christian eucharistic practice, its history and theology. Prerequisite: Religious Studies 127.

181—Christian Sacramental Practice (3)

A study of the practice, history and theology of Christian Initiation, Penance, Anointing of the Sick, Holy Orders and Matrimony. Prerequisite: Religious Studies 127.

190—The Synoptic Gospels (3)

A study of the sayings and deeds of Jesus as handed down by the early Christian community and recorded in the first three Gospels.

191—Johannine Theology (3)

A study of the writings of Saint John, particularly of his Gospel. Some of the major themes examined are Christology, Trinitarian doctrine and eschatology.

192—Pauline Spirituality (3)

A study of the writings of Saint Paul with a view to understanding the development of his spirituality. Major themes will be reviewed with respect to their application to present-day Christian life.

195—Old Testament Wisdom and Prophets (3)

A study of the development of the wisdom tradition in Judaism and of the prophets in their historical, social and political background. Particular attention is given to the significance of Jewish wisdom and prophets for the contemporary world.

198—Bible and Liturgy (3)

A study of the Old and New Testaments in terms of their liturgical content and the role of the Word in liturgical practice.

SCIENCE

General Education Courses

Jack D. Opdycke, Ph.D.
Coordinator

Courses in this section (with the exception of Science 21) are designed for people not majoring in a physical or a biological science. Other than Science 11 and Science 12, these courses are cross-listed in the academic areas they represent. These courses meet the following GENERAL EDUCATION REQUIREMENTS in Natural Science:

Course	Disciplines/Area
Science 1	Chemistry, Physics/Physical Science
Science 2	Biology/Life Science
Science 11	Chemistry, Physics/Physical Science
Science 12	Chemistry/Physical Science
Science 13	Biology/Life Science
Science 14	Biology/Life Science
Science 21	Physics/Physical Science

1—The Physical Environment (Environmental Studies 1) (3)

Refer to Environmental Studies 1 for course description.

2—The Biological Environment

(Environmental Studies 2 / Biology 2) (3)

Refer to Environmental Studies 2 for course description.

11—Fundamental Issues in Physical Science (3)

A topic-oriented introduction to physical science. Topics may vary with section. Topics for sections are identified in the Class Schedule.

12—Chemistry of Life Processes (3)

A topic-oriented introduction to biochemistry. Topics may vary with section. Topics for sections are identified in the class schedule.

13—General Survey of Biology (Biology 1 or Human Sexuality, Reproduction, and Heredity (Biology 3) (3)

Refer to Biology 1 or Biology 3 for course description. Either course may be taken for Science 13.

14—Life and Health—Topics in Human Biology (Biology 4) (3)

Refer to Biology 4 for course description.

21—Introduction to Modern Physics (Physics 21) (3)

This is an honors-level course also taken as an introductory course by physics majors. Students wishing to elect a laboratory course in Physical Science should register concurrently for Physics 22. Refer to Physics 21 for course description.

SOCIOLOGY

Patricia Feulner, Ph.D.
Eugene M. Labovitz, Ph.D.

Preparation for the Major: Sociology 1 (prerequisite for upper division courses); Economics 1; Anthropology 1; Psychology 1, Sociology 60 (Statistics), Sociology 90.

The Major: The programs in Sociology are designed to prepare students for graduate work in this discipline, and/or for advanced study in related fields of health, education, probation, welfare, and urban studies.

Requirements: 24 hours of upper division courses in Sociology, to include: Sociology 122 or 123, 124, 150, and 161.

Strongly recommended: One full year of Sociological Theories (122 and 123); and **both** Sociology 145 and 161.

The Minor: 18 units of Sociology courses including Sociology 1 and 9 upper division units.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3) Sociology 1 (3) G. E. or Elective (9-10)	Psychology 1 (3) G. E. or Elective (12-13)	Sociology 60 (3) Economics 1 (3) G. E. or Elective (9-10)	Sociology 90 (3) Anthro 1 (3) G. E. or Elective (9-10)
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Sociology 124 (3) Sociology u.d. (3) G. E. or Elective (9)	Sociology 122 or 123 (3) Sociology u.d. (3) G. E., Minor or Elective (9)	Sociology 150 (3) Sociology u.d. (3) G. E., Minor or Elective (9-10)	Sociology 161 (3) Sociology u.d. (3) G. E., Minor or Elective (9-10)

1—Introductory (3)

Basic concepts of sociology, groups, social processes, status-role, society; behavior patterns, social institutions, culture, social change. (Every semester.)

10—Social Problems (3)

Modern Social problems recognizing the sociological factors involved. Emphasis on the scientific methods of approach. An evaluation of various views on the causes and solutions of social problems. (Spring, 1977.)

60—Statistical Methods (3)

An introduction to the use of quantative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation.

90—Sociological Theory Construction (3)

A study of the construction of sociological theories: the construction of concepts; the development of models; the characteristics of propositions and hypotheses. Emphasis is placed in giving the student a *sound* foundation for comprehending and managing all major areas of sociology, both on a theoretical and on an applied basis.

Sociology 1 is prerequisite to all Upper Division courses.

118—Population Problems (3)

An analytical study of the size, territorial distribution, and composition of population in selected societies; of changes therein, including migration, migratory trends, and social mobility. Consideration is also given to fertility problems and their relationship to social structure, social institutions, and socio-economic changes. Emphasis is placed on two major spheres: the world population — prospects and problems; and the American population scene — problems and prospects.

122—Early Sociological Theories (3)

Development of sociological theories from Comte to Max Weber. Prerequisite: upper division standing.

123—Modern Sociological Theories (3)

Development of sociological theories from Weber to contemporary European and American sociologists. Prerequisite: upper division standing.

124—Methods of Social Research (3)

An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research designs, empirical methods, and the special problems of measurements, analysis, and interpretation are stressed.

131—Migrants and Minorities and Assimilation (3)

An introduction to the field of assimilation theory and research relative to minority and migrant ethnic groups, with particular attention to the patterns and problems of assimilation among different, racial, national, religious, and socio-economic groups in the United States. Consideration is also given to trends in resolution and to the role of major institutions in the assimilation process. (Spring, 1978.)

132—Mexican-Americans of the Southwest (3)

A in-depth study of the social structure, community, family life, and culture of the Mexican-American in the Southwestern United States, including his problems, prospects and contributions. (Fall, 1977.)

133—Black American Society

African origins, social slavery and emancipation. Contemporary Black social movements.

137—Indians Yesterday and Today (3)

Survey of reservation and non-reservation American Indians: their culture today.

145—Social Psychology (3)

An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership and collective behavior, are stressed.

146—Youth Problems Today (3)

Analysis of current social, economic, and psychological factors contributing to difficulties of adjustment in the transition period between childhood and adulthood.

147—Criminal Behavior (3)

Extent and characteristics of crime. Physical, mental, economic, and social causes. Penal discipline and parole. Field work with local agencies.

148—Juvenile Delinquent Behavior (3)

Nature, extent, and causes. Remedial measures in the home, school, juvenile courts, correctional institutions, and recreational agencies. Field work with local agencies.

150—Social Structure, Organization, and Institutions (3)

An analysis of the basic structure and organization of human society and its institutions, including the nature of social allocation and social power. Models of various societies are considered but emphasis is placed on the American scene.

151—Practicum in Social Organization (3)

A living experience in entering into and solving problems of a model society. Active participation combined with sound theory.

152—Sociology of Religions (3)

A preliminary introduction to and analysis of religion as a social institution, and of its relationship to other institutional spheres in a societal structure. Religion and religious institutions in various societies are considered, with major stress on those in American society.

153—Sociology of the Family (3)

A study of the family as a social institution, its structure, functions, interaction, and relationship to other social institutions. Emphasis is placed upon American families.

155—Sociology of Welfare Institutions (3)

Early to contemporary welfare policies in Western Europe and United States. Structure and functions of welfare institutions. Welfare theories of Comte, Spencer, Sumner, Ward, and contemporary social scientists.

- 157—Classes, Power, Elites (3)**
An introduction to the nature, characteristics, and functions of social stratification in human society, including analyses of status, social class, caste, power distribution, and formation of "elites." Particular attention will be paid to theory and research in social stratification and relevant areas.
- 161—Social Change (3)**
An introduction to the nature, sources, characteristics, theories, and consequences of social change. Analysis is made of social change in varying societies, with major emphasis on change and its consequences for American society.
- 163—Urban Communities in Change (3)**
An analysis of communities with special reference to changes in urban communities.
- 168—Social Deviance (3)**
A study of the dynamics and processes of social disorganization present in contemporary society. Courses include such areas as individual abnormal behavior, family community and world disorganization, and examines problems such as crime, prostitution, alcoholism, divorce, migratory worker problems, revolution, war, etc.
- 180—Sociology of Community Health (3)**
An introductory course covering the major concepts of community health, its needs, problems, activities, and laws, including environmental sanitation, basic health problems, and community health resources and planning. A field survey and report of an actual community health problem is required of each student.
- 181—Complex Organizations (3)**
An introduction to the principles of organization, administration, and supervision in health institutions, with particular emphasis on employee counseling and guidance, organizational problems and alternative solutions in the areas of social work, community health, social welfare, and related health and medical fields. A field problem will be presented to each student for study and report.
- 185—Sociology of Aging (3)**
Study of the sociological, psychological and cultural approaches and problems related to aging. Emphasis is placed on what it means to grow old in American culture.
- 197—Probation: Theory and Practice (3)**
A field-oriented course in Probation Theory and practice. Students will have 1 hour of a lecture-seminar type class, together with approximately six hours a week of field experience with the San Diego County Probation Department under controlled supervision by Probation Officers. A written project study is required of all students. Prerequisite: Consent of instructor.
- 198—Field Experience in Community Development (1)**
Practical experience in a field setting under professional supervision. Each student completes 40 hours of training and service in community development.

199—Special Studies (1-3)

Individual study and written research. Prerequisite: consent of instructor.

SPANISH

Sister Alicia Sarre, Ph.D., Chairman,
Department of Foreign Languages

William J. Freitas, Ph.D.

Graciela Miranda Graves, Ph.D.

Sister Marina Mapa, Ph.D.

The elementary and intermediate Spanish courses make intensive use of the language laboratory.

A background of Latin or another foreign language, (two years in high school or one year in college) is required of students majoring in Spanish.

Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12-15 units of lower division or equivalent).

The Major: The twenty-four units of upper division work should include Spanish 102. Living in a Spanish-speaking country for some time is highly recommended.

The Minor: The eighteen units must include nine upper division units.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Spanish (4)	Spanish (4 or 3)	Spanish (3)	Spanish (3)
G. E. or	G. E. or	G. E., Minor or	G. E., Minor or
Elective (12)	Elective (12-13)	Elective (12-13)	Elective (12-13)

<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Spanish (6)	Spanish (6)	Spanish (6)	Spanish (6)
G. E., Minor and	G. E., Minor and	G. E., Minor and	G. E., Minor and
Elective (9-10)	Elective (9-10)	Elective (9)	Elective (10)

1-2—Elementary (4-4)

Introduction to Spanish: reading, writing, grammar, pronunciation, elementary conversation. (Every semester.)

3—Intermediate (4)

Complete review of grammar and syntax. Oral and written practice in idiomatic Spanish. Laboratory practice. Intermediate conversation and composition. (Every semester.)

4—Intermediate (3)

Further study and exercise of Spanish syntax and idioms. Intensive reading, advanced conversation and composition. (Every semester.)

- 11—Elementary Spanish Conversation (2)
Intensive oral practice for beginners.
- 12—Intermediate Spanish Conversation (2)
Intensive drill in everyday Spanish.
- 99—Advanced Conversation (2)
Intensive oral practice for students who have completed Spanish 3 or equivalent. (Spring, every year.)
- 101—Advanced Composition (3)
Oral and written practice in current Spanish idioms.
- 102—Civilization of Spain (3)
- 103—Introduction to Spanish Literature (3)
A survey of the main characteristics and masterpieces of the different periods of Spanish literature from the Middle Ages to the present.
- 104—Advanced Spanish Grammar (3)
An intensive study of Spanish Grammar: theory and practice. A comparison of the structure of English and Spanish.
- 110—Current Linguistics, Both Descriptive and Contrastive (3)
Knowledge of linguistics with focus on the practical side of teaching and learning a language.
- 112—Spanish Phonetics and Phonemics (2)
The sounds of Spanish and the Spanish phonemic system, with special attention given to the problems involved in the teaching of Spanish pronunciation to the English-speaking student.
- 121—The Middle Ages and Pre-Renaissance Periods (3)
From the origins to *La Celestina*.
- 122—The Renaissance (3)
The XVI Century: Lyric and epic poetry; the novel; historical and religious prose; the origins of the theatre.
- 123—The XVII Century: Prose and Poetry (3)
Cervantes, Góngora, Quevedo, Gracián.
- 124—The Spanish Theatre of the Golden Age (3)
The history and character of the Spanish theatre; Lope de Vega and his school; Tirso de Molina; Calderón de la Barca, his secular and religious theatre.
- 125—Neoclassicism and Romanticism (3)
The XVIII Century: Erudition and criticism. The XIX Century: the romantic theatre and poetry; prose up to the "costumbristas" and transitional novel.
- 126—The Nineteenth Century: Postromanticism, Realism, and Naturalism (3)
Post-romantic poetry, theatre, and prose; the Spanish "novela de tesis," "regional," and "naturalista."

- 127—**Twentieth Century Spanish Literature (3)**
Spanish prose, poetry, and the theatre from the Generation of 1898 to the present day.
- 130—**History of the Spanish Language (3)**
An introduction to the history and development of the Spanish language. Historical Linguistics.
- 138—**Structural Linguistics (3)**
Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic and syntactic systems. Linguistic relationships.
- 143—**Mexican Literature (3)**
A study of masterpieces of Mexican literature.
- 144—**Bilingual/Cross Cultural Approaches to Classroom Teaching (3)**
A course in bilingual/cross cultural methods utilizing Spanish and English languages and linguistics to prepare bilingual elementary and secondary school teachers.
- 145—**Survey of Spanish American Literature (3)**
A cursory study of the history and outstanding works of Spanish American literature.
- 146—**Contemporary Spanish American Literature (3)**
- 147—**Spanish American Novel (3)**
An intensive study of the best fiction produced in Spanish America in the 20th century.
- 148—**The Spanish American Essay (3)**
Analysis and discussion of Spanish American thought as expressed in essay form from the 16th century to the present.
- 149—**Contemporary Spanish American Theatre (3)**
Study of the outstanding drama produced in Spanish America in the 20th century.
- 150—**Ibero-American Civilization (3)**
- 152—**Contemporary Spanish American Poetry (3)**
Modernismo, Vanguardismo, and the outstanding poets of today.
- 170—**Commercial Correspondence and Business Spanish (3)**
Study of terminology and techniques used in commercial transactions. Introduction toward the understanding of the contents and interpretation of ideas expressed in letters and documents used by government and business. The student writes numerous business communications of all types: basic and utility letters, sales letters, employment application material, etc.
- 199—**Independent Study (1-3)**

Note: For graduate courses in Spanish, see Graduate Division Bulletin.

SPEECH ARTS

B. R. Van Vleck, M.A.,
Coordinator

The program in Speech Arts aims to offer every student the opportunity to attain the ability to communicate acceptably in oral English; to offer all students the opportunity to attain specific communicative skills and knowledge in the speech arts; to develop specific skills in listening and bodily utilization; to develop skills, techniques, and attitudes that inculcate proficiency in criticism, evaluation, appreciation, and interpretation of oral communication.

The Minor: The eighteen units of work should include Speech 1, 2, 4 and nine more units of upper division speech.

1—Fundamentals (2)

The fundamental principles of speech will be considered. Vocal communication, critical listening, speech preparation, and delivery are practiced. (Fall, every year.)

2—Articulation and Oral Reading (2)

Isolated General American sounds and pronunciation will be treated. Prose, poetry and dialogue will be read. (Spring, every year.)

4—Semantics and Communication (2)

A study of language. Words and their relationship to things will be considered. Symbol and signs: how we use them to communicate.

5—Speech Clinic (2)

For foreign students who need speech assistance, the hard of hearing, and students with speech problems. (By arrangement with instructor.)

40—Radio Speaking (3)

Techniques, equipment, terminology are studied. A closed circuit radio station is utilized. (Prerequisite: Speech 1 and 2 or consent of instructor.)

100—Public Speaking (3)

Advanced speech study, composition, and delivery will be offered.

120—Voice and Diction (3)

Advanced study of speech sounds, phonation, articulation, and methods and techniques of obtaining vocal quality and vocal variety.

150—Organized Methods of Discussion (3)

Study and practice of organized methods of group discussions. Emphasis on group dynamics and contemporary issues.

160—Advanced Oral Interpretation (3)

Interpretation of prose, poetry, and dramatic dialogue.

180—Speech for Teachers (3)

An in-depth consideration of the variety of communicative methods, techniques, and equipment that may be used by the classroom teacher to assist him and his students. For all levels of classroom teaching.

193—Human Communication (3)

A survey of the communication process (hearing, speech and language) and of development and disorders in auditory, central or expressive processes. (For the classroom teacher or teacher of the handicapped.)

199—Independent Study (1-3)

Prerequisite: Consent of instructor.

THEATRE ARTS

The Minor: The eighteen units should include Theatre 11A-11B, which are prerequisites for upper division work in Theatre Arts. Theatre 50 is also required for the minor.

All students enrolled in theatre arts classes crew during productions.

11—Introduction to Theatre Arts (3)

A selective survey of the history of the theatre, production methods, types and structure of drama, with critical analysis of plays and their contemporary influence.

30A-30B—Acting Workshop (3-3)

Exercises, improvisations for creation of character; techniques of ensemble acting in preparation for performance.

50—Stagecraft (3)

A lab with emphasis upon the practical aspect of set design.

120—Lighting (3)

The aesthetics and practicalities of stage lighting.

130—Advanced Oral Interpretation (3)

See Speech 160. Interpretation of prose, poetry and dramatic dialogue.

140—Scene Design (3)

The values of the play as interpreted in design.

155A-155B—Theatre Workshop (3-3)

Production techniques in theatre involving the mounting of scenes and one-act plays.

160A-160B—History of the Theatre (3-3)

A reading of plays and an analysis of their production from Aeschylus to Ibsen.

168—History of the American Theatre (3)

A study of the theatrical phenomena in the United States as an integral part of American culture.

169—Contemporary Theatre (3)

See English 166. A study of contemporary plays and the forces which contribute to their development.

170—Fundamentals of Costume (3)

The historical and aesthetic aspects of design as applied to the design and construction of costume.

176—Playwriting Workshop (3)

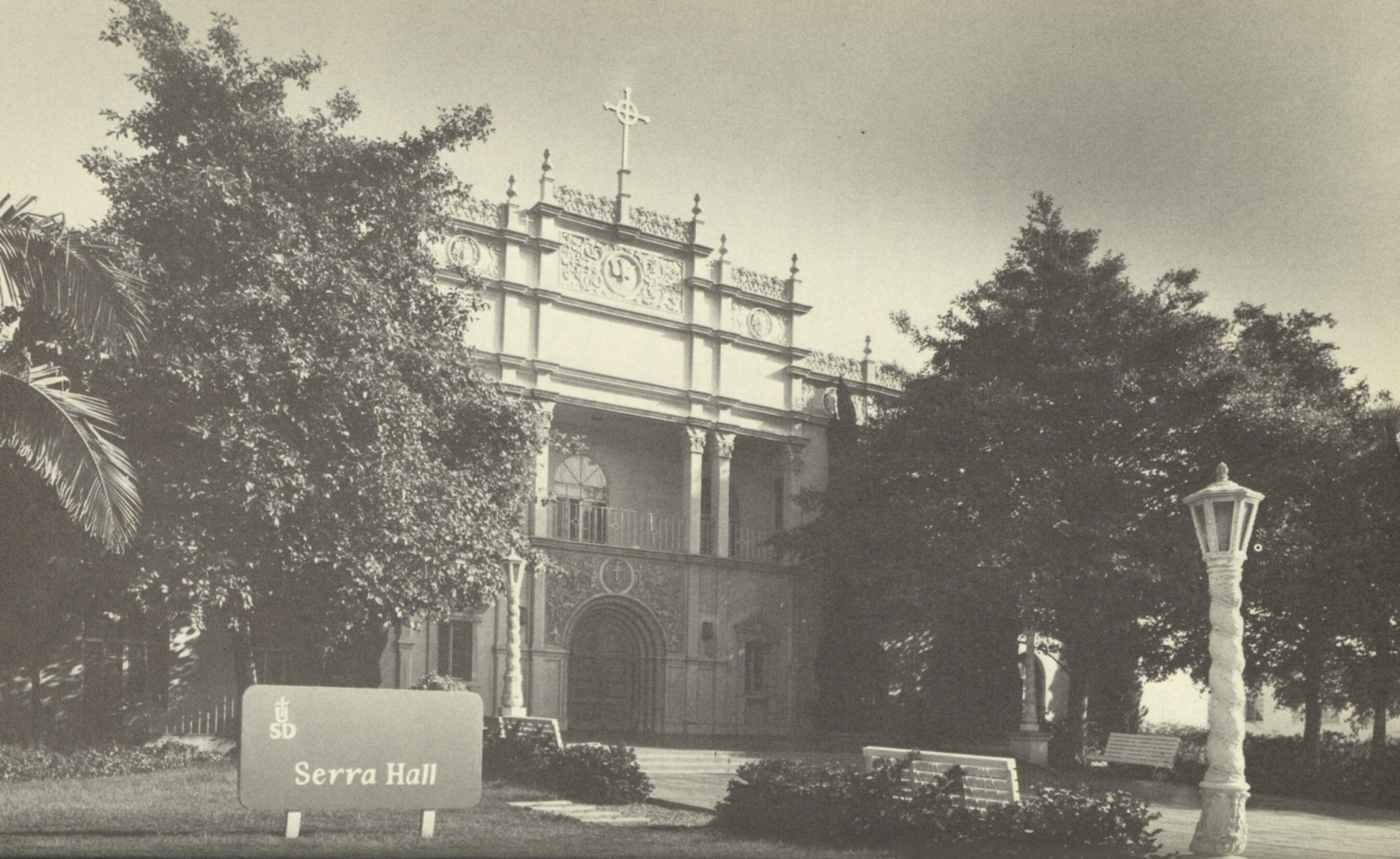
Study of the theories and techniques of dramas, and the writing of original plays for theatre, film, and television.

180—Dramatic Criticism (3)

A survey of significant theatre critics and works that inspired their writings.

190—Directing (2 or 3)

By arrangement. For particularly qualified, mature, and well-trained theatre students. (With permission of instructor.)



SD

Serra Hall

SCHOOL OF BUSINESS ADMINISTRATION

James M. Burns, D.B.A., Dean

Anthony J. Alessandra, Ph.D.

Fred R. Bahr, Ph.D.

J. Robert Bruck, Ph.D.

Paul R. Gardner, M.A.

Donald L. Helmich, Ph.D.

Charles F. Holt, Ph.D.

Donald H. Lintz, J.D.

John P. McCabe, M.B.A., J.D.

Ali Kammal Naggar, Ph.D.

Clement J. Nouri, Ph.D.

Robert F. O'Neil, Ph.D.

Ethel A. Sykes, M.S.

Lecturers

Donald C. Bridenstine, Ph.D.

Michael D. Chase, Ph.D. (Cand.)

Ellen Cook, Ph.D. (Cand.)

William C. Graham, M.B.A.

Tahany Naggar, Ph.D. (Cand.)

H. Zelechowski, M.B.A., C.P.A.

The primary goal of the School of Business Administration is to develop students who will be effective citizens as well as effective businessmen. To help the student attain these dual capacities we emphasize his need for a broad understanding of the arts, sciences, and humanities while gradually developing his depth in the business disciplines.

It is hoped that our graduates will possess the ethical guidelines needed in the private and public sectors. A continuing program of student counseling provides a vehicle for the development of the student in a value centered system. It is our firm conviction that such a program will strengthen the socio-economic foundation of our city and society. Thus, it is also our resolve to establish and nurture strong operational ties and bridges with business and government sectors for discovery, transmittal and understanding of mutual needs and their satisfaction through the various university programs and services.

It is the responsibility of all entering freshmen and transfer students to check with their advisors in the School of Business Administration regarding all recommended and approved changes affecting their graduation requirements.

Advisory Board

The Advisory Board was formed in the Fall of 1973 with the following objectives:

1. To develop and promote sound relations between the School of Business Administration and the business and government communities,
2. To seek counsel and advice from competent operative executives in the various fields on contemplated programs and functions of the School of Business Administration,
3. To act as liaison between the School of Business Administration and the San Diego community and the state and national sectors,
4. To advise the Dean and the faculty on various matters dealing with business programs, curricula and activities,
5. To help the Dean in seeking financial sources for support of the various programs of the School of Business Administration,
6. To improve and facilitate recruiting and placement of graduates and alumni,
7. To advise and cooperate with the School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

Members of the Advisory Board:

Mr. Robert F. Adelizzi, Home Federal Savings and Loan, San Diego
Mr. Thomas Barger, La Jolla
Mr. Tom Cline, Wickes Corporation, San Diego
Mr. C. J. Crane, Crocker Bank, San Diego
Mrs. William D. Evans, La Jolla
Anita V. Figueredo, M.D., La Jolla
Mr. Harold Greene, Union Bank, San Diego
Mr. Ronald Hahn, Ernest W. Hahn Property Management, San Diego
Mr. Glenn Hardy, Hardy Organizations, Inc., San Diego
Dr. Neil Jacoby, Graduate School of Management,
UCLA, Los Angeles
Mr. John Landis, General Atomic Company, San Diego
Mr. Keith Lister, San Diego Daily Transcript, San Diego
Mr. Alan Lord, California First Bank, San Diego
Mrs. A. J. Mazzanti, San Diego
Dr. Henry McCarty, M.D., Imperial Beach
Mr. Ralph L. Meyer, San Diego Gas & Electric Company, San Diego
Mr. Wayne L. Mullane, Aerojet Manufacturing Company, San Diego
Mr. Daniel F. Mulvihill, Pacific Southwest Mortgage, San Diego
Mrs. Jack Oatman, Board of Directors, San Diego Trust
and Savings Bank, San Diego
Mr. George A. Scott, Walker Scott Company, San Diego
Mrs. Dale Shoupe, San Diego
Mr. Raymond Silliman, Security Pacific Bank, San Diego
Mr. H. B. Starkey, Jr., First Federal Savings and Loan, San Diego
Mr. Donald V. Tartre, Peat, Marwick, Mitchell and Co., San Diego
Mr. William H. Van Leeuwen, National Automobile and
Casualty Insurance Company, Los Angeles

THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

All candidates for the degree of Bachelor of Business Administration (B.B.A.) must complete the following program:

I. General Education Requirements (45-54 Units)

The general education program is described elsewhere in this bulletin. General education courses may be used in the fulfillment of the requirements specified below. In particular, general education courses in economics (a social science) and mathematics should be selected in conjunction with the following requirements.

II. Preparation for the Business Core (9-10 Units)

Each candidate must complete the following courses: Mathematics 11 (not required of students with equivalent mathematical background), Mathematics 14 or 50, and Mathematics 15.

III. The Business Core (33 Units)

The Business Core comprises the minimum background necessary to fulfill the common-body-of-knowledge requirement of the American Assembly of Collegiate Schools of Business. Each candidate must complete the following courses: Economics 1-2, Accounting 1-2, and Business Administration 101, 113, 142, 144, 145, and 186.

IV. The Major (18-24 Units)

Each candidate will select one of the following areas of major concentration:

Accounting
Business Administration
Business Economics.

Major In Accounting

A major in Accounting prepares students for careers in public and private accounting. Accounting majors should consult with their advisers about which courses to elect in order to prepare for the Certified Public Accountant (C.P.A.) Examination, the Certification in Management Accounting (C.M.A.) Examination, graduate work in fields of study related to accounting, or specific fields of government employment.

The Major: In addition to (1) the general education requirements, (2) the preparation for the business core and (3) the business core, each Accounting major must complete Accounting 100A, 100B, 101, 102, 106, 108, Business Administration 146 plus 3 units of electives to be selected from Accounting 107, 110, 112, 114, or 115.

The Minor: Accounting 1-2, 100A-B, and two additional upper division accounting courses for a total of 18 units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
Math. 11 (3)	Math. 14 (3) or	Math. 15 (3)	G. E. or
Fr. Precep. (3)	50 (4)	G. E. or	Elective (12-14)
G. E. or	G. E. or	Elective (9-10)	
Elective (6)	Elective (9-10)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Accounting 100A (3)	Accounting 100B (3)	Accounting 101 (3)	Accounting 108 (3)
Accounting 102 (3)	B. A. 113 (3)	Accounting 106 (3)	Accounting
B. A. 101 (3)	B. A. 131 (3)	B. A. 142 (3)	Elective (3 u.d.)
B. A. 145 (3)	B. A. 146 (3)	G. E. or	B. A. 144 (3)
B. A. 186 (3)	G. E. or	Elective (6-7)	G. E. or
	Elective (3 u.d.)		Elective (6)

1—Principles of Accounting (3)

Introduction to books of account, their purpose and use, emphasizing the establishment of a solid background of theory. Use of books of original entry, controlling accounts, adjusting, closing, and preparation of financial statements from collected data are among the topics in the first semester. (Every semester.)

2—Principles of Accounting (3)

The second semester covers the elements of partnership and corporations. Problems of opening books of account, admission of partners, profit and loss distribution, sale of businesses, dissolution of enterprises, and preparation of financial statements are solved. Prerequisite: Accounting 1. (Every semester.)

100A—Intermediate Accounting I (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets, tangible, fixed assets, intangible assets, liabilities, and net assets. Recent developments in accounting theory and their impact on financial reporting are illustrated. Prerequisite: Accounting 2. (Every semester.)

100B—Intermediate Accounting II (3)

Topics covered include accounting for partnership and corporate equities, long-term financing, tax allocation, long-term investments, and changes in financial position. Prerequisite: Accounting 100A. (Every semester.)

101—Advanced Accounting (3)

Advanced and complex problems of accounting for partnerships are treated; purchase of interests, profit and loss division, retirement of partners, installment liquidations. Specialized problems of consignments, installment sales, insurance, receiverships, statement of affairs, realization and liquidation, as well as estate and trust problems are studied. Branch accounting and consolidations are a major part of this course's work. Prerequisite: Accounting 100B.

102—Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm, including standards of performance, relevant costs for decisions, budgets and capital investment considerations. Prerequisite: Accounting 2.

106—Federal Tax Accounting I (3)

Prevailing tax law is studied with special emphasis on what constitutes taxable income and allowable deductions for individual taxpayers. Problems and preparation of tax returns are used to illustrate course material. Prerequisite: Accounting 2.

107—Federal Tax Accounting II (2)

Emphasis is on tax accounting for partnerships, corporations, estates, and trusts. Prerequisite: Accounting 106.

108—Auditing (3)

Introduction to the work of the auditor emphasizing auditing concepts, standards, professional ethics, evaluation of evidence, internal control, and professional liability. Emphasis is placed on the development of the auditor's opinions on published financial statements. Prerequisite: Accounting 101.

110—Analysis of Financial Statements (3)

Financial statements are analyzed individually and comparatively for their value to owners, management, investors, and creditors. Emphasis is placed on the use of various ratios and their applicability to decision-making by those directly involved. Prerequisite: Accounting 100B.

112—Governmental Accounting (3)

Financial reporting requirements of various governmental agencies and non-profit entities with emphasis on the use of fund accounting and budgetary control. Prerequisite: Accounting 2.

114—Estate Planning

See Business Administration 114.

115—Advanced Problems (3)

An integrated, intensive study of selected advanced topics in accounting is undertaken. Topics include theory and problems found in recent professional examinations. Prerequisite: Senior standing and consent of instructor.

199—Independent Study (1-3)

Independent study including empirical research and written reports. Prerequisite: Senior standing and consent of instructor.

Major In Business Administration

The major in Business Administration serves those students interested in careers in business management or public administration and those contemplating post-baccalaureate studies in business.

The Major: In addition to (1) the general education requirements, (2) the preparation for the business core and (3) the business core, each Business Administration major must complete Business Administration 102, 121, 123, 150 plus at least 6 upper division units of business electives selected from the offerings in accounting, business administration and economics. Any student who upon graduation plans to enroll in USD's MBA Program should select Economics 111 as a business elective.

The Minor: Economics 1-2, Accounting 1, Business Administration 101, and two additional upper division business administration courses for a total of 18 units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
Economics 1 (3)	Math. 14 (3) or	Math. 15 (3)	G. E. or
Math. 11 (3)	50 (4)	G. E. or	Elective (12-14)
G. E. or	G. E. or	Elective (9-11)	
Elective (6)	Elective (9-10)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
B. A. 101 (3)	B. A. 102 (3)	B. A. 121 (3)	B. A. 144 (3)
B. A. 145 (3)	B. A. 113 (3)	B. A. 123 (3)	Business School
B. A. 186 (3)	B. A. 131 (3)	B. A. 142 (3)	Elective (6 u.d.)
G. E. or	G. E. or	B. A. 150 (3)	G. E. or
Elective (6-7)	Elective (6-7)	G. E. or	Elective (6 u.d.)
		Elective (3-5)	

- 13—Business Communications (3)**
Study of effective communication in the business environment. Analysis of communication theory; planning, organizing, and writing Business Reports, including Research Reports. Analysis of the various letter writing situations in the business environment, with practice in structuring letters to achieve the desired objectives.
- 101—Principles of Organization and Management (3)**
An introduction to management theories, management principles and management functions. Included will be goal formulation, planning and forecasting, staffing, control systems. Theories of organizations, organizational structure and organization effectiveness will also be addressed. A systems orientation will prevail. Case study.
- 102—Human Behavior in Organizations (3)**
The analysis and exploration of human behavior in interpersonal situations, small groups and complex organizations. Topics addressed will include motivation, leadership, systems theory, stress, organizational change and development, group dynamics, personality, power, communication, conflict and conflict resolution, decision making, and application of behavioral theories and concepts to organizational designs and competitive systems.
- 112—Investments (3)**
Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically and sources of analytical information and their use are studied. Prerequisite: Economics 1 and 2; Business Administration 101.
- 113—Financial Management (3)**
A study of the forms, sources, and management of business capital. The finance function and its relation to other business functions and to general policy objectives is considered. Topics include: capital requirement, short and intermediate financing, management of current assets, capital budgeting, and the cost of capital. Prerequisite: Accounting 1 and 2; Business Administration 101.
- 114—Estate Planning (3)**
Fundamentals of estate planning with emphasis on economic, actuarial, and legal principles, program coordination and integration with wills; guardianships; estate planning fundamentals; taxation; insurance. (May be substituted for upper division Accounting.)
- 121—Personnel Administration (3)**
An introduction to the role of staff personnel function. Principles and practices in selection, staffing, remuneration, training and development of personnel. Case study. Prerequisite: Business Administration 101, 102.
- 123—Production Management (3)**
An introductory analysis of productive systems, operations planning, and control, inventories, scheduling, and man-machine systems. Prerequisite: Business Administration 101, 102.

131—Marketing Management (3)

An integrated *application* of the marketing fundamentals, concepts and analytical tools in specific managerial problems. Emphasis on problem solving and decision making in marketing strategy and tactics. Case studies, simulation games or individual/team projects involving real world marketing problems. Prerequisite: Economics 1 and 2; Business Administration 101.

132—Marketing Research (3)

This course presents the various methods and techniques of gathering, analyzing and interpreting data essential to scientific solutions to marketing problems. Topics include definition of the problem, research design planning, sampling, data collection methods, analysis, interpretation, and integration of research and marketing management. Prerequisite: Business Administration 131.

142—Business and Society (3)

Study of the environment in which business operates; the contributing obligations, and relationships of business and society to one another. Prerequisite: Business Administration 101.

144—Business Policy (3)

The object of this course is to develop skills in decision making and problem analysis in areas of managerial and business policy and corporate strategy. This is the integrating course of the undergraduate program and will concentrate on application of concepts through case studies and decision simulation exercises. Prerequisite: Second semester senior year.

145—Business Law I (3)

Study of aspects of business organization; agencies; sales, contracts, personal and real properties, and insurance and wills. Case study.

146—Business Law II (3)

Continued study in greater detail. Prerequisite: Business Administration 145.

150—Management Science (3)

An introduction to the deterministic tools of management science and their application in decision-making. This introductory course is intended to expose the student to the tools necessary to analyze complex problems where quantitative analysis and optimization are important. Topics covered include mathematical programming (linear, nonlinear, integer and dynamic), matrix algebra, network analysis techniques; such as critical path method, inventory control, and decision simulations. Emphasis on application to production and operations problems. Prerequisites: Mathematics 14 or 50 and 15.

161—Business Ethics (3)

A case study approach to the application of Judeo-Christian and other values to business management. Emphasizes the need to integrate and reconcile the decision maker's own personal values with the organization's goals. Topics include ethics and moral issues in decision-making in various functional areas of business.

186—Electric Computer Principles and Applications (3)

Study of data information systems and electronic computer logic, operations, and programming, emphasizing current and potential economic and business applications. Prerequisite: Mathematics 15.

199—Independent Study (1 to 3)

Independent study including library or empirical research and written reports. Prerequisite: Senior standing and consent of the instructor.

Major In Business Economics

The School of Business Administration offers a major in Business Economics for students interested in careers in business management or public administration and for those contemplating post-baccalaureate studies in business, economics or law.

The Major: In addition to (1) the general education requirements, (2) the preparation for the business core and (3) the business core, each Business Economics major must complete Economics 101, 111 and 2 additional upper division economics courses plus at least 6 upper division units of business electives selected from the offerings in accounting, business administration and economics. Any student who upon graduation plans to enroll in USD's MBA Program should select Business Administration 150 as a business elective.

The Minor: Economics 1-2, 101, 111 and two additional upper division economics courses for a total of 18 units.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
Math. 11 (3)	Math. 14 (3) or	Math. 15 (3)	G. E. or
Fr. Precep. (3)	50 (4)	G. E. or	Elective (12-14)
G. E. or	G. E. or	Elective (11)	
Elective (6)	Elective (9-10)		
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Economics 101 (3)	Economics 111 (3)	Econom., u.d. (3)	Econom., u.d. (3)
B. A. 101 (3)	B. A. 113 (3)	B. A. 142 (3)	B. A. 144 (3)
B. A. 145 (3)	B. A. 131 (3)	Business School	Business School
B. A. 186 (3)	G. E. or	Elective (3 u.d.)	Elective (3 u.d.)
G. E. or	Elective (6-7)	G. E. or	G. E. or
Elective (3 u.d.)		Elective (6-7)	Elective (6 u.d.)

1—Principles of Economics: Macro (3)

Introduction to basic economic concepts and national income accounting as a prelude to focusing on the general state of a nation's

economic health. Topics include business cycles, stock market fluctuations, monetary and fiscal policy, and international trade and finance.

2—Principles of Economics: Micro (3)

Introduction to the determination of price by supply and demand. Topics include the cost analysis of the business enterprise, the farm problem, antitrust policy, and alternative economic systems. Prerequisite: Economics 1.

3—Introductory Economics (3)

General description of the American economy and an analysis of contemporary economic problems. This course is designed specifically for general education purposes. It will not satisfy any business core requirements nor any economics major or minor requirements.

101—Microeconomic Theory (3)

Price and allocation theory emphasizing applications to decision-making in the business enterprise. Topics include the behavior of households as consuming units and as suppliers of factor inputs, and decision-making by firms under various market conditions. Prerequisites: Economics 1 and 2.

102—Public Finance (3)

Study of the revenues and expenditures of federal, state, and local governments. Topics include theories of taxation, borrowing, debt, deficit financing, budgeting, and intergovernmental relations. Prerequisites: Economics 1 and 2.

106—Economic History of the United States (3)

Economic development of the United States from colonial beginnings to the present day, focusing on an understanding of the historical growth process. Topics include the slavery issue, business cycles, and the Great Depression. Prerequisites: Economics 1 and 2.

110—Money and Banking (3)

The theory, organization, and operation of the commercial banking system; the relation of money and credit to prices and monetary policies. Prerequisites: Economics 1 and 2.

111—Macroeconomic Theory (3)

Determinants of the economic performance of an entire economy with emphasis on consumption, investment, employment, money and the price level. Topics include prosperity and depression, demand-pull and cost-push inflation, and monetary and fiscal policy. Prerequisites: Economics 1 and 2.

122—Labor Economics (3)

Relations between management and labor unions; organization, election, and certification procedures of unions; techniques of collective bargaining; essentials of labor contracts and their significance; administration of the contract; mediation and arbitration of disputes; grievance procedures. Case study. Prerequisites: Economics 1 and 2.

- 123—Economic Development and Growth (3)**
Study of the historical background and contemporary determinants of economic development and growth in both the economically developed and underdeveloped nations. Topics include theories of capital formation, capital output ratios, and planning. Prerequisites: Economics 1 and 2.
- 133—International Economics (3)**
Study of the bases and patterns of international trade of goods and services and of capital movements. Topics include foreign exchange, balance of payments, and tariffs. Prerequisites: Economics 1 and 2.
- 140—History of Economic Thought (3)**
Study of the history of economic thought and doctrine from ancient Greek to modern times. Prerequisites: Economics 1 and 2.
- 170—Mathematical Economics and Econometrics (3)**
Introduction to the use of elementary mathematical and statistical techniques in economic analysis. Prerequisites: Economics 1 and 2; Mathematics 14 or 50 and 15.
- 171—Business Cycles and Forecasting (3)**
Study of economic fluctuations, government stabilization policies, and economic forecasting. Prerequisites: Economics 1 and 2.
- 173—Managerial Economics (3)**
Economic analysis for management decisions focusing on the use of economic theory in the management of the business enterprise. Prerequisites: Economics 1 and 2.
- 199—Special Study (1 to 3)**
Study of economic theory and public policy through selective readings and research. Prerequisite: Economics or Business Economics major and senior standing.

THE DEGREE OF BACHELOR OF ARTS IN ECONOMICS

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The program serves the needs of three types of students: (1) those planning to terminate their formal education at the baccalaureate level and interested in careers in business or government; (2) those intending to pursue post-baccalaureate professional training in business administration, public administration, or law; and (3) those contemplating graduate work in economics.

Preparation for the Major: Economics 1-2, Accounting 1-2, Mathematics 11 (not required of students with equivalent mathematical background), Mathematics 14 or 50, and Mathematics 15.

The Major: Economics 101, 111 and six additional upper division economics courses for a total of 24 upper division units.

The Minor: Economics 1-2, 101, 111 and two additional upper division economics courses for a total of 18 units.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
Math. 11 (3)	Math. 14 (3) or	Math. 15 (3)	G. E. or
Fr. Precep. (3)	50 (4)	G. E. or	Elective (12-13)
G. E. or	G. E. or	Elective (9-10)	
Elective (6)	Elective (9)		
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Economics 111 (3)	Economics 101 (3)	Econom. u.d. (6)	Econom. u.d. (6)
Econom. u.d. (3)	Econom. u.d. (3)	G. E. or Elective	G. E. or
G. E. or Elective	G. E. or	(9-10 u.d.)	Elective (9-10)
(9-10 u.d.)	Elective (9-10)		



SCHOOL OF EDUCATION

Reverend William E. Elliott, Ph.D., *Dean*

Jack R. Morrison, Ph.D., *Director of Counselor Education*

DeForest L. Strunk, Ed.D., *Director of Special Education*

Robert L. Infantino, Ed.D., *Director of Teacher Education*

Philip O. Hwang, Ph.D.

Sister Genevieve Lane, Ph.D.

Patricia A. Lowry, Ph.D.

Robert E. Nelson, Ed.D.

Joseph C. Rost, Ph.D.

Thomas A. Shannon, J.D.

Patricia A. Watson, Ed.D.

Lecturers

James O. Cleveland, Ed.D.

Edward S. Fletcher, M.A.

Martin J. Gerstein, Ed.D.

Thomas J. Jacobson, Ph.D.

Scott W. Kester, Ph.D.

Nedra Larsen, M.A.

Julia S. Molloy, M.A.

Earl Peisner, Ed.D.

William Rowley, Ed.D.

M. Clarene Saarni, M.A., M.Ed.

The School of Education offers undergraduate courses designed to meet the credential requirements of the State of California for the Multiple Subject and Single Subject credentials. These courses are also applicable to credential programs in many other states.

In addition to coursework leading to the above teaching credentials, courses may be taken to fulfill an undergraduate academic minor in Special Education.

Programs in Education at the University of San Diego have as their central focus the preparation of qualified professional personnel in various areas. This objective is achieved by providing a sequential program including the field and laboratory experiences considered necessary for a comprehensive preparation program. Low student/faculty ratios allow greater personal attention and instructor accessibility.

Three degrees are granted in the Graduate Division of the School of Education: Master of Arts (M.A.), Master of Education (M.Ed.), and Master of Arts in Teaching (M.A.T.).

Graduate students may choose either a generic program of coursework across the broad spectrum of professional education or a specialized program in any of the following areas: Bilingual/Cross-Cultural Education, Counselor Education, Curriculum and Instruction, Educational Psychology, Master of Arts in Teaching, or Special Education. The academic concentrations for the Master of Arts in Teaching are listed on page 166.

I. TEACHING CREDENTIAL PROGRAMS

The Division of Teacher Education offers two programs to prepare teacher candidates: the Multiple Subject Credential and the Single Sub-

ject Credential. All teaching credentials under the Teacher Preparation and Licensing Law of 1970 (Ryan Act) are issued twelfth grade and below, *i.e.*, they are valid for appropriate assignments at both elementary and secondary levels. The Multiple Subject Credential is the appropriate credential for self-contained classrooms, *e.g.*, in elementary schools or in continuation high schools.

Students may enter either of these credential programs as an undergraduate and complete the approved program as part of a baccalaureate degree.

Students who already possess a B.A. or B.S. degree from an accredited college or university have two options in pursuing the Multiple Subject or Single Subject credential:

- (a) They may petition the University to accept their previous program as equivalent to the University's own approved program;
- (b) They may take the State of California examination for the Multiple Subject or Single Subject credential.

In addition to the above, they must complete successfully the 24 units of the required professional preparation program.

Admission to the Program

Students interested in a teaching career must complete an application form in the Office of the Director of Teacher Education. An interview and a counseling session with the Director or a member of the Teacher Education faculty should be arranged as early as possible in the Freshman or Sophomore year to assure that all requirements can be completed on schedule within the baccalaureate program. Formal admission to the program is not granted until the student has attained second semester Sophomore status. A cumulative grade point average of at least 2.5 is required. Multiple or Single Subject requirements should be completed by the end of the Junior year to allow the candidate to complete the 24 units of course work and field experience during the Senior year.

A. BACCALAUREATE DEGREE CREDENTIAL PROGRAMS

1. Multiple Subject Credential Program

This program requires a diversified major equally distributed over four broad academic areas. The recommended program at USD for teacher candidates seeking the Multiple Subject Credential is as follows:

(a) Mathematics and Science	22 units
(b) Social Science	21 units
(c) English and Literature	21 units
(d) Humanities	21 units
Total in diversified major:	85 units

The professional preparation program for the Multiple Subject Credential consists of:

(a) Ed. 130 or 230—Philosophical & Cultural Foundations	3 units
(b) Ed. 131 or 231—Psychological Foundations	3 units
(c) Ed. 132 or 232—Curriculum & Methods of Teaching	3 units
(d) Ed. 134 or 234—Methods of Teaching Reading	3 units
(e) Ed. 331—Directed Teaching (Multiple Subjects)	12 units
Total professional preparation	24 units

Note: To qualify for a CLEAR Multiple Subject credential, the applicant **MUST** have completed (a) a one-unit course in Health Education covering the material prescribed by the Commission for Teacher Preparation and Licensing and (b) a two-unit course (or examination) on the provisions and principles of the United States Constitution. If the Constitution requirement has not been met, a preliminary credential *valid for only one calendar year* will be issued. The Health Education requirement may be met either as part of the baccalaureate program or as part of the required fifth year of study. Political Science 15 satisfies the Constitution requirement; Health Science 160, the Health Education requirement.

2. Single Subject Credential Program

Candidates for this credential must meet the departmental requirements of the specific academic major. The professional preparation sequence for the Single Subject Credential consists of:

- | | |
|---|----------|
| (a) Ed. 130 or 230—Philosophical & Cultural Foundations | 3 units |
| (b) Ed. 131 or 231—Psychological Foundations | 3 units |
| (c) Ed. 132 or 232—Curriculum & Methods of Teaching | 3 units |
| (d) Ed. 134 or 234—Methods of Teaching Reading* | 3 units |
| (e) Ed. 332—Directed Teaching (Single Subjects) | 12 units |

Total professional preparation.	24 units
---------------------------------	----------

Note: To qualify for a CLEAR Single Subject credential, the applicant **MUST** have completed (a) a one-unit course in Health Education covering the material prescribed by the Commission for Teacher Preparation and Licensing and (b) a two-unit course (or examination) on the provisions and principles of the United States Constitution. If the Constitution requirement has not been met, a preliminary credential *valid for only one calendar year* will be issued. The Health Education requirement may be met either as part of the baccalaureate program or as part of the required fifth year of study. Political Science 15 satisfies the Constitution requirement; Health Science 160, the Health Education requirement.

*Ed. 134 or 234, Methods of Teaching Reading, is not required for Single Subject Credentials in industrial arts, physical education, music, art, or home economics.

B. NON-DEGREE CREDENTIAL PROGRAM

Teacher candidates who have not completed the USD approved program for the Multiple or Single Subject Credential must:

1. Make written application for admission to the Teacher Education Program and arrange for a personal interview.
2. *Either* petition the University to accept their previous program as equivalent to the University's own approved program; *or* take the State of California Multiple or Single Subject Examination in lieu of the approved USD program. (These examinations are given periodically throughout the State of California. A fee of \$30 is charged by the State. Candidates may repeat the examination if necessary but must pay an additional \$30 each time the examination is taken.)
3. Complete the 12 units of professional coursework and 12 units of directed teaching under the supervision of the School of Education of the University of San Diego.

II. SPECIAL EDUCATION PROGRAMS

The Special Education program at the University of San Diego is a multiple entry program. This allows both undergraduate students and graduate students, with a variety of academic backgrounds, to pursue an appropriate credential and/or graduate degree.

The programs all include a generic preparation in the education of all exceptional children. In addition, the student has the option of selecting one of two advanced specialization areas. These areas are (a) Severely Handicapped, which includes the severely mentally retarded, the severely emotionally disturbed, the multiply handicapped, and the autistic child; and, (b) Learning Handicapped, which includes the educationally retarded, the learning disabled, and the mildly emotionally disturbed child.

The requirements of each program may vary for individual students based on their academic and experiential backgrounds. Each candidate and his advisor make the final decisions on the program requirements.

A. UNDERGRADUATE SPECIAL EDUCATION MINOR

This program is open to undergraduate students as an academic minor. Subject to modification and dependent upon the candidate's preparation, the suggested sequence for the minor is as follows:

Suggested Sequence for Special Education Minor*

YEAR	FALL SEMESTER	SPRING SEMESTER
Sophomore		Ed. 190 Psychology of Exceptional Children (3)
Junior	Ed. 191 Psychology of the Mentally Retarded (3) Ed. 196-I Field Experience with Exceptional Children—Generic (3)	Ed. 131 Psychological Foundations of Education (3) Ed. 193 Human Communication (3)
Senior	Ed. 194 Curriculum Development for the Learning Handicapped (3)	
5th Year	Ed. 292 Psychology of the Emotionally Disturbed (3) or Ed. 241 Psychology and Methods for Teachers of the Culturally Different (3) Ed. 298 Counseling of the Handicapped and their Parents (3)	Ed. 284 Problems in Teaching the Mentally Retarded (3)

*As approved in consultation with Special Education Advisors.

B. NON-DEGREE CREDENTIAL PROGRAMS

The Commission on Teacher Preparation and Licensing of the State of California awards the Specialist Credential in Special Education which permits the holder to teach in public schools grades K-12. The University of San Diego's program in Special Education is approved for the Specialist Credential in Special Education in the areas of the Learning

Handicapped and of the Severely Handicapped. Programs are also available which incorporate the Standard Multiple Subject Teaching Credential with the Specialist Credential offering the student the opportunity to pursue both credentials concurrently:

1. **Specialist Credential Program in Special Education—Advanced Specialization: Severely Handicapped**

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California.

2. **Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped**

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California.

3. **Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped. A Five-Year Program.**

This program is open to qualified undergraduate students who wish to obtain a Multiple Subject Credential and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

4. **Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped. A Five-Year Program.**

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Learning Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

C. **FIVE-YEAR GRADUATE DEGREE/ CREDENTIAL PROGRAMS**

The School of Education offers several programs leading to the Master of Education degree with the Specialist Credential in Special Education. Two are five-year programs open to undergraduate students.

1. **Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped. A Five-Year Program.**

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with

selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children and to obtain a graduate degree. Program is subject to approval of division involved.

2. **Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped. A Five-Year Program.**

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and an Advanced Specialist Credential in Special Education with a graduate degree. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of division involved.

D. GRADUATE DEGREE/CREDENTIAL PROGRAMS

The remaining programs leading to the Master of Education degree with Specialist Credential in Special Education are open to graduate students only. For details regarding the following programs, please consult the Graduate Bulletin.

1. **Master of Education in Special Education with Specialist Credential in Special Education—Advanced Specialization: Learning Handicapped.**
2. **Master of Education in Special Education with Specialist Credential in Special Education—Advanced Specialization: Severely Handicapped.**

E. GRADUATE DEGREE/NON-CREDENTIAL PROGRAMS

The following graduate programs are designed for fully credentialed or certified students seeking an advanced degree in Special Education. They are explained fully in the Graduate Bulletin.

1. **Master of Education in Special Education—Emphasis: Mental Retardation.**
2. **Master of Education in Special Education—Emphasis: Learning Handicapped.**
3. **Master of Education in Special Education—Emphasis: Severely Handicapped.**

F. TRAINEESHIPS

Graduate traineeships are available under provisions of Public Law 91-230. Qualified applicants selected for participation in the program will receive tuition and fees plus a stipend for living expenses. Requests for application forms or additional information should be directed to Director of Special Education, School of Education, University of San Diego.

III. COUNSELOR EDUCATION

All programs in Counselor Education are post-baccalaureate. The University of San Diego offers coursework leading to (A) the

Master's Degree with a concentration in Counselor Education and/or (B) the following Credentials: (1) the Pupil Personnel Services Credential with a specialization in pupil counseling; (2) the California Community College Counselor Credential; and (3) the California Community College Student Personnel Worker Credential.

The emphasis of the Master's program in Counselor Education and the Credential program in Pupil Personnel Services is on Career Development and Planning. The intent is to develop the candidates' competencies in using the theory, materials, and techniques of counseling and guidance. The Community College Counselor and Community College Student Personnel programs are intended to develop competencies for work at that level.

The Counselor Education programs are designed to prepare candidates from both teaching and non-teaching backgrounds. The programs' flexibility enables the student to pursue a credential and a Master's Degree simultaneously.

The University's "Ryan" Pupil Personnel Services Program with a specialization in Student Counseling is the appropriate credential program for personnel wishing to serve as a school counselor in grades K-12 in the California public schools.

In addition to school and community college positions, candidates can prepare for related work in community agencies.

Additional information on programs in Counselor Education can be obtained from the Graduate Bulletin.

IV. OTHER GRADUATE PROGRAMS IN EDUCATION

Besides the graduate programs in Special Education and Counselor Education listed above, the School of Education offers Master of Arts (M.A.) and Master of Education (M.Ed.) degrees in Curriculum and Instruction and in Educational Psychology; and the Master of Arts in Teaching (M.A.T.) degree in English, French, History, Political Science, Psychology, and Spanish. Others may be arranged. For complete information, please consult the Graduate Bulletin.

V. EXTERNAL DEGREE PROGRAMS

As a service to teachers, school administrators, and other interested persons, the University of San Diego offers the opportunity to earn a Master of Education degree by attending graduate level courses in the field at various centers. Courses are offered in El Centro and in Riverside.

Students in the External Degree Program must qualify as graduate students at the University of San Diego. The courses are the same as those offered on campus and are taught by professors from the University's School of Education. External degree students are expected to perform at the same level as students taking the courses on campus during regular or summer sessions.

The program is designed to develop competencies in a wide range of school-related functions—educational psychology, curriculum and instruction, special education, and counselor education. It is especially advantageous for those whose duties encompass a variety of tasks or whose

supervisory work requires an understanding of the problems faced by specialists in the above areas.

Note: It is the student's responsibility to meet the deadlines published in this Bulletin on pages 6-9 and under the fieldwork courses.

UNDERGRADUATE COURSES

130—Philosophical and Cultural Foundations of Education (3)

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. Prerequisite: Prior *formal* admission to credential program (cf. page 161) or consent of dean.

131—Psychological Foundations of Education (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in classrooms and playground situations in 14 one-hour sessions. Suburban and inner-city schools are visited. Prerequisite: Psychology 1 or 2 and prior *formal* admission to credential program (cf. page 161) or consent of dean.

132—Curriculum and Methods of Teaching (3)

A general curriculum course conducted both on campus and in elementary and secondary school classrooms. Grade assignments are appropriate for the students. Prerequisite: Prior *formal* admission to credential program (cf. page 161) or consent of dean.

134—Methods of Teaching Reading (3)

Techniques in the teaching of reading are studied and applied in various subjects and grade levels K-12. An eight-week practicum in elementary and secondary schools is included. Prerequisite: Prior *formal* admission to credential program (cf. page 161) or consent of dean.

141—Psychology and Methods for Teachers of the Disadvantaged (3)

Development of background, procedures, and techniques for teachers of the disadvantaged and a study of human relations, counseling, and teaching methods, with emphasis on assisting teachers to improve academic achievement and levels of aspiration.

142—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds.

144—Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)

A course in bilingual/cross-cultural methods utilizing Spanish and English languages and linguistics to prepare bilingual elementary and secondary school teachers. Emphasis is on reading and mathematics in the school curriculum.

160—Health Education (1) (Health Science 160)

The nature and scope of health education, including current problems in individual, family, and community health. Theories and

methods of health education are discussed. *This course fulfills the health education requirement of the State of California for Multiple Subject and Single Subject teaching credentials.*

178—Philosophy of Education (3) (Philosophy 178)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, and methodology, and an assessment of their social and educational significance. Prerequisite: junior standing.

187—Arts and Crafts for Handicapped Children (1 or 2)

A laboratory course designed to prepare teachers and others in the area of arts and crafts for the handicapped.

190—Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for all types of exceptional children, including the mentally and physically handicapped, the emotionally disturbed, the learning handicapped, the sensorily impaired, and the gifted, with special consideration of educational and adjustment problems. (Every semester.)

191—Psychology of the Mentally Retarded (3)

Organic and cultural basis of retardation, intellectual assessment and learning characteristics of the retarded, and consequent problems in social, psychological, and vocational adjustment. (Every semester.)

192—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction of problems of counseling, psychotherapy, and effective teaching methods. Prerequisite: Education 131 or consent of instructor.

193—Human Communication (3) (Speech 193)

A survey of the communication process (hearing, speech and language) and of development and disorders in auditory, central or expressive processes. (For the classroom teacher or teacher of the handicapped.)

194—Curriculum Development for the Learning Handicapped (3)

A competency-based program including the presentation of philosophy, behavioral objectives, materials and methods of teaching the learning handicapped, with emphasis on education and management. Lectures, school and profession visits, microteaching experiences and the demonstration of teaching competencies. Prerequisite: Education 190, 191, 192, 195, or permission of instructor.

195—Learning Disabilities in Education (3)

A survey course in the identification, diagnosis, evaluation of children with learning disabilities. Educational remediation and management procedures will be included.

196-I—Field Experiences with Exceptional Children—Generic (3)

Directed observation and participation in programs serving all types of exceptional children and youth. Placements in a variety of educational settings serving such exceptionalities.

196-II—Field Experiences with Exceptional Children—Advanced Specialization (3)

Directed observation and participation in programs serving either severely handicapped or learning handicapped children.

197—Curriculum for the Severely Handicapped (3)

A comprehensive course dealing with programs for developmentally disabled: trainable and profoundly retarded, autistic, and multiply handicapped. Includes teaching methods and materials, competency demands, and lifetime program planning. Emphasis also given on parent involvement and counseling. Prerequisite: Education 190 or consent of instructor.

199—Independent Study (1-3)

Open to qualified upper division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisite: consent of advisor and instructor and approval of the dean.

GRADUATE COURSES

(Note: For Graduate Course Descriptions see Graduate Division Bulletin)

- 200—Research Design and Methodology (3)
- 203—Research Projects in Education (3)
- 210—Advanced Educational Psychology (3)
- 211—Adolescent Psychology (3)
- 212—Educational Measurement (3)
- 214—Theories of Human Learning (3)
- 215—Psychology of Human Development & Individual Differences (3)
- 216—Behavior Modification (3)
- 219—Individual Psychological Testing (3)
- 221—Historical and Philosophical Backgrounds of Education (3)
- 224—The School in Society (3)
- 230—Philosophical and Cultural Foundations of Education
- 231—Psychological Foundations of Education
- 232—Curriculum and Methods of Teaching
- 234—Methods of Teaching Reading
- 235—Curriculum Theory and Design
- 236—Curricular Innovations
- 237—Evaluation of Curricular Systems
- 238—Theories of Instruction
- 239—Advanced Studies in Instructional Methods (1-3)
- 240—Seminar (3)
- 241—Psychology and Methods for Teachers of the Culturally Different (3)
- 242—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)
- 244—Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)
- 245—Orientation to Bilingual Education
- 246—Comprehensive Seminar in Bilingual Education

- 250—Introduction to Educational Administration (3)
- 251—School Law
- 252—Public School Finance
- 253—School Business Management
- 254—Supervision of the Instructional Program
- 255—Staff Personnel Administration (2)
- 256—Collective Negotiations in Education
- 257—School Facility Planning (2)
- 258—Advanced Studies in Elementary and Secondary Education (3)
- 259—The Junior College (3)
- 262—Career Development (3)
- 263—Counseling Theories and Techniques (3)
- 264—Thesis (6)
- 265—Group Guidance and Counseling, Theories and Procedures (3)
- 266—Tests and Measurements in Pupil Personnel Services (3)
- 267-A, B, C—Practicum: Pupil Personnel Services and Supervised Field Experience (6)
- 268—Organization and Administration of Pupil Personnel Programs (3)
- 269-A, B—Seminar in Counselor Education (3)
- 282—Education of the Physically Handicapped (3)
- 283—Organic Basis of Mental Retardation (3)
- 284—Problems in Teaching the Mentally Retarded (3)
- 285—Educational Assessment of Handicapped Children (3)
- 287—Arts and Crafts for Handicapped Children (1 or 2)
- 290—Psychology of the Exceptional Child (3)
- 291—Psychology of the Mentally Retarded (3)
- 292—Psychology of the Emotionally Disturbed (3)
- 293—Human Communication (3)
- 294—Curriculum Development for the Learning Handicapped (3)
- 295—Learning Disabilities in Education (3)
- 296—Seminar in Special Education (1-3)
- 297—Curriculum for the Severely Handicapped (3)
- 298—Counseling of the Handicapped and their Parents (3)
- 299—Independent Study (1-3)
- 303—Elementary Student Teacher Seminar (1)
- 331—Student Teaching for the Multiple Subject Credential (12)
 Supervised teaching assignments are in selected classrooms of participating school systems. (Full day for one semester.) Prerequisite: admission to program and consent of credential advisor. The candidate must pre-register with the School of Education by October 1st for Spring and March 1st for Summer or Fall field placement in student teaching.

- 332—**Student Teaching for the Single Subject Credential (12)**
Supervised teaching assignments are in selected classrooms of participating school systems. (Full day for one semester.) Prerequisite: admission to program and consent of credential advisor. The candidate must pre-register with the School of Education by October 1st for Spring and March 1st for Summer or Fall placement in student teaching.
- 333—**Assessment of Instructional Competencies (6)**
- 369—**Field Experiences in Pupil Personnel Services (9)**
- 390—**Student Teaching in Special Education (8)**
Supervised student teaching in settings serving exceptional children and youth. (Minimum of 350 clock hours.) Prerequisite: admission to the program and consent of credential advisor. The candidate must pre-register with the School of Education by October 1st for Spring and March 1st for Summer or Fall placement in student teaching.
- 393—**Externship in Special Education (6)**
- 396-I—**Field Experiences with Exceptional Children—Generic (3)**
- 396-II—**Field Experiences with Exceptional Children—
Advanced Specialization (3)**



**PHILIP Y. HAHN SCHOOL OF NURSING
and ALLIED HEALTH SCIENCE**

Irene S. Palmer, R.N., Ph.D., Dean

Judy Bachman, B.A.

Claire K. Gulino, R.N., M.A.

Robert N. Hamburger, M.D.

Elizabeth A. Mayberry, R.N., M.S.N.

J. Randall Miller, M.D.

Donald Street, M.A.

The School offers two programs:

B.S. in Nursing (for Registered Nurses only), accredited by the National League for Nursing

Allergy Physician Assistant Program

THE BACHELOR OF SCIENCE IN NURSING PROGRAM

Purpose of the School of Nursing

The program of the Hahn School of Nursing is planned specifically for the registered nurse who desires to obtain a Bachelor of Science Degree in Nursing. The school offers a baccalaureate program in nursing with an upper division professional major for registered nurses from hospital diploma and associate degree programs. The program is designed to prepare the nurse to accept increased responsibility and to function in an independent and interdependent capacity in the health care setting.

The purpose of the nursing major is to prepare a generally educated person who will be prepared to assume a nursing leadership role in meeting the health care needs of society. A graduate of the program will be equipped for beginning practice as a family health nurse practitioner. She will have a foundation for graduate education in nursing and will be eligible for certification as a public health nurse.

The program prepares a generalist oriented toward community health with a strong base in the humanities and the physical and social sciences. Her skills of critical thinking and synthesis of learning equip her to apply the nursing process in a variety of settings. Her appreciation and knowledge of research enable her to extend the science of nursing. Her increased self-awareness and a multicultural consciousness enhance her ability to respond to the needs of those groups traditionally underserved by the health care system. She perceives the whole individual in a matrix of social, cultural, psychological, physical and economic influences. She assists in meeting the health needs of people at any point along the life continuum and practices in any setting.

The exigent need for the nursing profession to respond to the changing needs of man is reflected in the curriculum which encompasses the view of man in interaction with a changing world. The curriculum is sufficiently broad to accommodate change and sufficiently firm to provide explicit guidelines for the student. The graduate of this program will be

equipped to meet the needs of the consumer in a more efficient and independent manner through the exercise of self-direction and the assumption of increased responsibility in planning, implementing and evaluating health care. The ability to make physical and psycho-social assessment, and the refinement of this ability through learning and practice contribute to an enlarged data base with which the graduate is able to form nursing judgments. The increased insight and knowledge gained through the development of this ability and its incorporation into the nursing process enable the nurse to meet the expanded needs of the consumer in increasingly resourceful and independent ways.

The graduate of this program is a generalist who has the knowledge base, assessment skills and the cognitive competence to assist the consumer to meet his health care needs of today and as they arise in the future. As a practitioner of nursing, she works cooperatively and collaboratively with the client and other health professionals in identifying present and emerging health care needs of the individual, the family and community; she helps modify the health care delivery system to make it more responsive to clients' needs.

The faculty believes the R.N. can make the transition from the role of technical nurse functioning in supervised, well structured areas of health care to the role of the professional nurse working in less defined and changing settings. The faculty has given careful consideration to the process of resocialization involved in the development of a new role and has made provision in the curriculum for cognitive and effective learning activities which enhance the student's confidence and competence in moving toward her new role. The program increases the student's self-awareness as a social being, promotes her identification with the profession of nursing and contributes to an accurate perception of the role of the professional nurse in a dynamic society.

Philosophy of Nursing

The basic Christian values as espoused through the teachings of the Roman Catholic Church form the basis of the philosophy of nursing.

Man is a biophysical, psychosocial, spiritual human being living in dynamic interaction with an ever-changing environment. He has basic needs which he strives to meet through a variety of means in order to achieve self-actualization. Man is guided by his own values which emerge from his culture and from his interaction with people from other cultures.

The fundamental purpose of nursing is the care of human beings along the life continuum. Nursing assists individuals and families in the prevention of illness and in maintaining, restoring and improving levels of wellness. Nursing does for people that which they cannot do for themselves; nursing aids and comforts in crises of a health-illness nature.

Professional nursing is a learned profession, essential to mankind and characterized by service to society through nursing practice. Nursing is independent of and interdependent with other health professions. Professional nursing is the translation of intellectual effort into humanistic interventions. Critical thinking is a vital component of professional nursing; it is the essence of nursing judgment. As a learned profession,

nursing is based upon knowledge drawn from the biophysical, psychosocial sciences and the humanities and from knowledge generated by the profession. Nursing science is rooted in this knowledge and is the bedrock of nursing practice. Nursing practice is the application of knowledge through the formulation of nursing judgments based on the needs of the client, the design and implementation of appropriate interventions, and the continual evaluation of clients' responses.

Program Objectives

Upon completion of the program, the graduate will:

- I. Apply communication theory in her nursing practice
- II. Utilize theories of change at the level of the individual, family and larger social unit
- III. Utilize the Nursing Process in providing appropriate nursing care required by people in diverse situations and circumstances
- IV. Actualize her philosophy of professional nursing and nursing practice
- V. Demonstrate an understanding of the systematic investigation of nursing problems
- VI. Demonstrate progress toward self-actualization in relation to self, client and other health professionals

Admission Requirements

1. Current Licensure as a Registered Nurse in California
 2. Personal Interview
 3. Completion of University Application for Admission, including fee
 4. Three letters of reference from persons who know the applicant professionally
 5. Minimum of one year current experience as a Registered Nurse in bedside nursing
- I. Pre-Nursing Prerequisites—these courses meet the University General Education Requirements and can be met by transfer credit or challenge exam
- A. Prior to admission to the Hahn School of Nursing, the applicant is required to have completed with a grade of "C" or better, a semester course in the following subjects:
- | | |
|--------------------------------------|------------------------------------|
| English Composition | 3 units |
| Biology | 0-4 units (one course in each or |
| Physiology | 4-8 units 2 courses in Physiology) |
| Microbiology | 4 units |
| General or Organic Chemistry | 4 units |
| Statistics, Elementary | 3 units |
| Sociology, Introduction to | 3 units |
| Cultural or Social Anthropology | 3 units |
| Psychology, Introduction to | 3 units |
| Psychology of Growth and Development | 3 units |

B. Comprehensive Proficiency Examinations

1. College Proficiency Examinations in Nursing

New York State College Proficiency Examinations

Fundamentals of Nursing 6 credits

Maternal and Child Nursing 6 credits

Adult Nursing 12 credits

Psychiatric Mental Health

Nursing 6 credits

2. Clinical Performance Evaluation

A system of evaluating the applicant's ability to apply nursing theory to nursing practice. Two days are required for this practical examination which is given by USD School of Nursing faculty in selected clinical settings.

Satisfactory completion of Comprehensive Proficiency Examinations forms the basis of awarding 30 units academic credit for prior education and experience.

Academic Policies

1. Student must fulfill University and Pre-Nursing requirements and Professional Nursing Curriculum as listed in University catalog.
2. Nursing prerequisite courses may be completed prior to or after admission to the University. Those courses not completed prior to entering the University of San Diego may be taken at the University, at other four year institutions, or at Community Colleges, by CLEP exam; by NLN exam.
3. All prerequisites must be completed prior to beginning the first course in the upper division major.
4. Courses in the biological sciences transferable for credit must have been taken within 5 years of admission to the University.
5. All courses in the Nursing major must be completed within a 5-year period after beginning Nursing Science I.
6. A grade of C or better is required in all courses in the Nursing Major.
7. Student receiving a final grade of "D" or "F" in a course in the Nursing Major must repeat course, and receive a grade of "C" or better.
8. Student getting a grade of "D" or "F" in a course in the Nursing Major may repeat course only *once*.
9. Student must make application for registering in all Nursing Science courses by mid-term of previous semester in which student plans to take course, in order to plan for placement in clinical facilities.
10. Achievement and Comprehensive Examinations and course and program evaluations will be conducted throughout the student's program of study.
11. While enrolled in Nursing Science courses, student is required to carry individual professional liability insurance.
12. Student must submit proof of physical examination and tuberculin testing each year she is enrolled in Nursing Science courses.

13. Each student has the obligation of maintaining communication with her academic advisor for program planning.
14. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
15. It is the responsibility of all students to check with their advisors in the School regarding all recommended and approved changes affecting their graduation requirements.

Degree Requirements for B.S. in Nursing

A. General Education Requirements:

English Composition	3 units
Religious Studies	6 units
Philosophy	6 units
One elective from Division I	3 units
Electives	6 units
Nine Units in each of the Three Divisions	
Divisions I, II, III — 27 units	

Division I	Division II	Division III
Art	Anthropology	Biology
English	Economics	Chemistry
French	History	Mathematics
German	Political Science	Microbiology
Music	Psychology	Physics
Spanish	Sociology	Physiology
Latin		
Speech		
Theatre		

- B. Prerequisites to the Nursing Major: These prerequisite requirements simultaneously fulfill General Education requirements in Divisions II, and III as listed above.

Division II 12 units	Division III 19 units
Sociology, Intro. 3 units	Biology 0-4 units*
Cultural or Social Anthropology 3 units	Physiology 4-8 units*
Psychology, Intro. 3 units	Microbiology 4 units
Psych. Growth and Dev. 3 units	General or Organic Chemistry 4 units
	Statistics 3 units

Comprehensive Proficiency Examinations—See Admission Requirements.

- C. Professional Curriculum: These units are upper division units. The requirement in Spanish simultaneously fulfills six of the nine units required in Division I. Nursing Science courses cannot be challenged. They must be taken in the University.

Nursing Science I, II, III, IV	33 units
Spanish for Health Professional	6 units

Upper Division Requirements

Nursing Science I	6 units
Nursing Science II	9 units
Nursing Science III	9 units
Nursing Science IV	9 units
Spanish for the Health Professional I	3 units
Spanish for the Health Professional II	3 units
Philosophy	6 units
Religion	6 units
Division I Elective	3 units
Electives	6 units
	<hr/> 60 units

*Student option of 8 units of Physiology or 4 units of Biology and 4 units of Physiology.

Typical Program of Studies**Prerequisites completed prior to Junior year**

		<u>Junior year</u>	
		Fall	Spring
NU 130	Nursing Science I	(6)	NU 140 Nursing Science II (9)
NU 151	Spanish for Health Professional I	(3)	NU 152 Spanish for Health Professional II (3)
	Elective	(3)	Religious Studies (3)
	Philosophy	(3)	
		<u>Senior year</u>	
NU 145	Nursing Science III	(9)	NU 150 Nursing Science IV (9)
	Elective Div. I	(3)	Elective (3)
	Philosophy	(3)	Religious Studies (3)

NU 130—Nursing Science I

The first professional course introduces the student to the concepts of professional identity, accountability and responsibility, foundations and evolution of professional nursing and issues and trends influencing the profession. Exploration of high level wellness in man and implications for actualization and the study of man's needs in a hierarchy of potency along the life continuum. Student is introduced to the nursing process as a cognitive framework for planning and implementing nursing care.

NU 140—Nursing Science II

This course is an introduction to physical assessment. The focus is on developing an understanding of the elements of physical assessment, with emphasis on the clinical correlation of anatomy and patho-physiology with the health history and physical examination. Student will develop a further familiarity with the Problem Oriented Record as a means of obtaining a data base. Student focuses on distinguishing the range of normalcy and making the appropriate referrals.

NU 145—Nursing Science III

Focus of course is on family-centered nursing, study of family dynamics and the influence of culture on health attitudes. The student identifies principles of nursing and integrates knowledge of relevant theories into the Nursing Process for the design of nursing practice in increasingly complex and diverse health care situations. Student is introduced to the principles and methods of epidemiology in the community. Legislation and health funding as they influence nursing care and the delivery of health care are explored; the role of the nurse as consumer advocate is developed. Student collaborates and cooperates with members of the inter and intra-disciplinary health team in implementation of nursing care.

NU 150—Nursing Science IV

The final course in the professional major. Emphasis is on skills of critical inquiry and the role of the nurse as change agent. Student is involved in clinical management, collaboration with health personnel and identification of problems in nursing care and proposals of resolution. Student designs an independent study in which she identifies a problem, collects and analyzes data, makes inferences and proposes a solution.

NU 151-152—Spanish for Health Professionals

A course designed to enable the health professional to communicate in Spanish. It includes the essentials of Spanish pronunciation, grammar, vocabulary and the expressions needed to understand and to make oneself understood by the Spanish-speaking client in interviews, diagnosis and professional conversations.

Health Science Courses

HS 160—Health Education (1)

The nature and scope of health education, including current problems in individual, family and community health. Theories and methods of health education are discussed. *This course fulfills the health education requirement of the State of California for Multiple Subject and Single Subject teaching credentials.*

ALLERGY PHYSICIAN ASSISTANT (A.P.A.) PROGRAM

The University of San Diego, in cooperation with the Pediatric Immunology and Allergy Division (P.I.A.D.) of the Pediatric Department, University of California, San Diego, School of Medicine, offers a program for training physician assistants for allergists. Students, whether already enrolled at the University of San Diego or transferred from other institutions, are admitted usually as juniors although some prerequisite work may be necessary. Students may be admitted later in their careers, even after the completion of a bachelor's degree, but they must take all required courses of study.

The student without a bachelor's degree must complete the University of San Diego General Education requirements plus specific requirements for the Allergy Physician Assistant Program as identified below.

At the end of the senior year the student receives a Bachelor's degree from the University of San Diego. Upon completing a twelve-week preceptorship in a clinic or physician's office, the student receives an Allergy Physician Assistant Certificate from the School of Medicine of the University of California, San Diego. The program is approved by the State Board of Medical Examiners. Graduates function under a physician's supervision.

Instruction in the basic sciences and other baccalaureate requirements are conducted on the campus of the University of San Diego. The clinical facilities are in University Hospital in downtown San Diego and in other associated UCSD medical facilities. The Allergy Physician's Assistant trainee is supervised by Board Certified Allergists and Fellows in Pediatric Allergy.

Tasks performed by the Allergy Physician Assistant include:

- (1) Taking a complete and accurate allergy history, including family, social and environmental history and a limited medical history.
- (2) Performing and/or assist in the performance of routine laboratory and screening techniques.
- (3) Performing or assist in the performance of bronchial, nasal or ocular inhalation tests.
- (4) Identifying allergens such as pollens, mold spores, trees, plants, etc.
- (5) Performing routine therapeutic procedures such as injections, immunizations, the preparation of extracts and the removal of foreign bodies and impacted cerumen.
- (6) Writing notes and orders for physician's signature; ordering refill prescriptions and writing prescriptions as authorized by the physician.
- (7) Recognizing and evaluating situations which call for the immediate attention of the allergy physician.
- (8) Instructing and counseling patients regarding matters pertaining to physical and mental health and allergy disease and disorder.
- (9) Assisting the physician in hospital, office or clinic in arranging admissions, accompanying him on his rounds, recording progress notes, transcribing or executing specific orders, preparing case summaries and completing necessary medical records.

Purpose and Philosophy

In the past the Allergist has depended upon a variety of physician trained office personnel to aid in diagnosis; skin testing, blood and respiratory studies, inhalation tests, partial history, administration of treatment injections and medications.

The detection, evaluation and control of unfavorable environments, food or drug problems, chemical exposures, pollen, mold, dust or dander inhalants are a significant part of the treatment of patients suffering from allergic reactions. Careful environment control alone can be so successful that it may preclude the need for allergy injections. The A.P.A. trained in these separate office tasks and environmental skills, may conduct investigations and develop recommendations for environmental control and up care of patients.

Typical Program of Studies

Freshman

Fall		
	Biology 3 (Concepts in Biology)	4 units
	Introductory Psychology	3 units
Spring		
	Biology 4 (Concepts in Biology)	4 units
	Introductory Sociology	3 units

Sophomore

Fall		
	Chem. 5A-6A or 10A-11A (Gen. Chem.)	4 units
	Developmental Psychology 109	3 units
Spring		
	Chem. 5B-6B or 10B-11B (Gen. Chem.)	4 units
	Biology 122 (Field Botany)	4 units

Junior

Fall		
	Biology 147 (Human Anatomy)	4 units
	AHS 101 Clinical Practice I	3 units
	AHS 110 Immunology	3 units
Spring		
	Biology 142 Microbiology	4 units
	AHS 102 Clinical Practice II	3 units
	AHS 130 Environmental Sciences in Allergy	3 units

Senior

Fall		
	AHS 151 Clinical Practice III	3 units
Spring		
	AHS 152 Clinical Practice IV	3 units
	AHS 161 Independent Study	1-4 units
	AHS 170 Preceptorship	1 unit

Course Descriptions

AHS 101—Clinical Practice I (3)

Introduction to the field of allergy as a practice; knowledge of communication skills and techniques; nutrition related to allergic diseases; techniques in skin testing; practice in interviewing and history taking; observation of physical examination techniques and procedures. Prerequisite: Admission to the program. (Fall.)

AHS 102—Clinical Practice II (3)

Theoretical background of physiology and organ systems relevant to general physical examination in health screening. Patient interviewing emphasized. Prerequisite: Biology 147. (Spring.)

AHS 110—Immunology (3)

Basic and applied immunology with special emphasis on antigen-antibody reactions relevant to clinical disease. Antibody structure, function, cellular immune response, control of the immune response and transplantation immunity. Laboratory work includes cell identification and quantification, serum fractionation and immunoglobulin quantification. Prerequisites: Biology 3 and 4, Chemistry 5A, 6A, 5B, 6B. (Fall.)

AHS 130—Environmental Sciences in Allergy (3)

Identification of relevant endemic flora, (includes vascular plants, algae and fungi). Identification and quantification of specific pollens, fungal and algal spores. Laboratory methods of protein (allergen) extraction, purification and standardization. Practice of clinical quantification of human blood cells and nasal smears. Prerequisites: Biology 122, Biology 142 and AHS 110. (Fall.)

AHS 151—Clinical Practice III (3)

Experience in allergy clinics; history taking; patient interviewing; organization and presentation of finding to physician. Practice includes screening, physical examination, skin testing and environmental study. Content includes allergy diseases, differential diagnosis, the impact of environmental allergy. Experience in allergy immuno-therapy clinics and preparation of extracts. Prerequisites: AHS 101, 102, 110, 130. (Fall.)

AHS 152—Clinical Practice IV (3)

Emphasis on the complete allergy workup: history taking, physical examination, environmental studies, nutrition, laboratory testing and treatment. Focus on differential diagnosis, history and physical findings, allergy treatment and emergency procedures. Development of communication skills and counseling techniques. Prerequisite: AHS 151. (Spring.)

AHS 161—Independent Study (1-4)

Open to qualified upper division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisites: Consent of advisor and instructor.

AHS 170—Preceptorship (1)

Clinical practice in a boarded allergists office. Prerequisite: AHS 152.

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